

GLOBALIZATION AND EDUCATION: The Changing of School Leadership Role in the Provision of Primary Education in Tanzania

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ABSTRACT

In the recent years, school leadership has been sported to be an area of research. The reason as to why researchers and academicians put school leadership under sport light is due to the current increase of globalization forces that seem to affect all aspects of human life including education. The main globalization agent is knowledge. Globalization therefore carries in it some policies and ideologies that seem to affect education system. As such globalization transforms the nature of the educational traditions of each state through established international policies and ideological packages. As each states tries to accommodate these globalization policies and ideologies into its education system, some seem to have great impact on school leadership role.

This study investigated the way the school leadership role has changed as the impact of globalization forces in Tanzania. The study also examined mechanisms used by Tanzanian government to accommodate changes on school leadership. There after it tried to observe challenges and opportunities for school leadership in Tanzania.

The study used *a multi-strategy research* as a main approach. As such face to face interview, questionnaire, observation and documentary methods were the main research methods used to collect data. The study used qualitative approach for data analysis and interpretation and on the other hand, the use of SPSS data analysis employed for the quantitative data. The quantitative data used to support arguments raised from qualitative data. The conceptual framework served as the basis to guide the study.

The findings revealed that school leadership role has changed. School leadership has moved from professional controlling of teaching and learning to the involvement of parents, surrounding community, students and teachers. The study also finds that the roles for school leadership have increased than it was before. For example, currently school leadership roles includes planning for school development and improvement, school procurement, supervising school construction and also supervising teaching and learning. In assessing the mechanism used to accommodate changes on school leadership, the study finds that there were the use of workshops and guidelines. Also, the three months course launched. Furthermore the study revealed that there are challenges as well as opportunities that are associated with the impact of globalization.

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ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
ADEM	Agency for Development of Educational Management
AIDS	Acquired Immune Deficiency Syndrome
ANCEFA	African Network Campaign for Education For All
CBOs	Community Based Organizations
ESCSRT	Education Sector Country Report Tanzania
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ESSAFR	Educational Sector Situation Analysis Final Report
ETP	Education and Training policy
GDP	Gross Domestic Product
HIV	Human Immune Virus
IMF	International Monetary Fund
MMEM	Mpango Maalum kwa Elimu ya Msingi (Primary Education Development Plan (PEDP))
MoEC	Ministry of Education and Culture
MoVET	Ministry of Vocational Education and Training
NGOs	Non Governmental Organizations
PEDP	Primary Education Development Plan
SAPs	Structural Adjustment Programmes
SEIA	Secondary Education in Africa
SSA	Sub Sahara Africa
UK	United Kingdom
USA	United State of America
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
WB	World Bank
WCEFA	World Conference for Education For All

CHAPTER ONE: INTRODUCTION

1.1 HISTORICAL BACKGROUND TO THE PROBLEM

Recently, the trends of school leadership emerge to be a field of investigation. As Tjeldvoll *et al* (2004) claim that the current situation, arose from the need to ‘download’¹ managerial responsibility to the individual school leaders. This development has necessitated researchers, such as Dimmock & Walker (2005); Bush (2003); Hallinger (2003); De Grauwe (2000) just to mention a few, to investigate the nature and the role of school leadership. In addition, Hallinger (2003) observed that policy makers all over the world have suddenly realized the need for effective school leadership.

The realizations that have been observed have made states all over the world to take initiative steps to reform school leadership. Such steps include establishment of leadership programs that initiate changes in school leadership role (Hallinger, 2003; Wales 2004). Other steps taken include the adaptation of the current globalization education reforms. These reforms have ideological packages which transform the educational traditions of the existing education systems in the world (Carnoy 1999). Educational management and administration is among the area that has been affected by these global policies.

The growing demand of school leadership has resulted from, according to Bolman & Deal (1997), the revolution of information, economies and the proliferation of events that undermined all certainties, the collapse of grand ideologies and the rise of Cable News Network (CNN) society. They also argue that this evolution transforms us into the immense, planetary village and all these shocks have overturned the rule of the game and suddenly turned yesterday organizations into antiques. Dimmock & Walker (2005) observe that in a globalizing and internalizing world, it is not only business and industry that are changing, education, too, is caught up in that new order. In such situation therefore, school have to reorganize and to reframe school as organization, which provide basic knowledge and to produce human resources for a better future. Thus quality, accountability, equity and efficiency have become most demanding key words in the field of modern education. In this way, the focus and development of changes

¹ For more information about ‘download’ see Tjeldvoll *et al.* (2005: 1).

in school leadership role has become a compulsory issue all over the world. Following the above mentioned demand, Tanzania like many other countries in the world, has initiated various educational reforms in education so as to meet the global demands. As some of these reforms are associated by the globalization forces, they seem to bring changes in school leadership role in Tanzania.

1.2 STATEMENT OF THE PROBLEM

Like most countries in the world, African states are seeking, to establish educational reform into their education systems. The existing top down systems in the educational administration seem have failed to bring, what Neave (1998) refers to as accountability in education. Furthermore, systems are claimed, have failed to ensure educational quality, equity and access to its people. Sub Sahara region for example, has pointed to have a big number of out of school children than any place in the South. It is estimated that 73 per cent of the children who do not have access to basic education in the world are in this region (UNESCO, 2004).

Various reasons have been given in relation to the problem. Poor educational management system has been identified as one of reasons for the problem. Most of the educational managements in African states are highly centralized (Oplatka 2004). These systems have long history as they are adopted from their former colonial masters. Bush (2005:5) observed that “highly centralized systems tend to be bureaucratic and to allow little direction to schools and local communities; and school leaders who are operating under such systems experience problems in developing vision of improving quality of their schools, they also fail to lead their staffs effectively”. As such, the educational management in African states has failed to make school a place of enjoyable and stimulating experience of pupils to learn. Educational management system contributes to exclude children from learning when it fails to provide important needs to students. Some of needs include among others adequate school building and sufficient teachers. Other basics include; water, separate toilets and desks, relevant educational content to make learners self reliant, proper teaching and learning materials and also environment which is friendly and secure (UNESCO 2004).

In Tanzania, like most of African states, education system has been managed at the ministerial centre, in other words, the management system was top-down. One of the underlying basic

assumptions was that the formal organization structure, with well stated levels of responsibility, a clear job description and a well understood reporting system is a powerful tool of effective administration (Kiwia, 1994). However, it is observed that administrative structure does not necessarily facilitate achievement of the goal in a system which is characterized by fundamental shortcomings. The Tanzanian education system and administration was not systematic and clear as the assumption claims. The policy document of 1995 states that “ the educational Act No 25 of 1978 did not establish posts nor define the role of regional and district educational managers in the ministry responsible for basic, secondary and teacher education” (URT, 1995:29).

In such education system, shortcomings are inevitable. Kiwia (1994) further reported that several attempts have been made to restructure the system but still remain itself as a barrier to school effectiveness and quality improvement in Tanzania. He also argues that the system, among other things suffers from lack of details and lack of adequate planning mechanism, poor reporting arrangement which lead to the excessive workload to some departments in the system. To verify the issue Kiwia (1994) gives a case that in 1987 the average number of primary schools per region was 512. This means that primary school inspectorate receives and analyses inspection reports from all those schools in the regions, also he is responsible for organizing and conducting staff development programmes, including seminars and workshops for the primary school teachers. Further more, he is needed to ensure the distribution of text books. This appears to be a lot of work for a single section and therefore, it is likely to cause less effectiveness to handle some crucial matters such as planning for school improvement. Education system as such, shortcomings are inevitable and school leaders under this system as Bush & Middlewood (2005) reported, they are left with little choice and flexibility in terms of what they want to undertake locally to improve their schools. Hence the equity, quality, accountability and efficiency are reported to be very poor.

Alarming note of problems that have been persisted in Tanzanian education system has followed by various measures. These include among others, the adaptation of the global policies into education system such as decentralization of both power and financial support to the low level of education. Another measure taken was to improve educational management in all level so as to

ensure efficiency in the provision of access to high quality education. All these measures are accommodated clearly in the educational policy document of 1995.

As a statement of problem, the application of globalization policies into Tanzanian education system seem to affect the traditional way of governing schools and hence the school leadership role might have been changed.

1.3 THE RESEARCH OBJECTIVES

The purpose of this study is to explore and illuminate information on the nature of school leadership role in Tanzania; to understand how it has responded to globalization forces and mechanism used to accommodate changes. Also, to examine challenges and opportunities encountered and exploited in the process of reforming school leadership role in the provision of primary education in Tanzania. As such, this study has three main objectives as follow;

1. To examine the current school leadership role in Tanzania
2. To investigate mechanisms used to accommodate changes in school leadership role in Tanzania.
3. To find out challenges faced and opportunities available for school leadership role in the provision of primary education in Tanzania

1.4 RESEARCH QUESTIONS

1.4.1 THE PRINCIPAL RESEARCH QUESTION

This study is guided by the following principal research question; *have globalization forces affected school leadership role in Tanzania? If yes, how; and if not, why not?*

1.4.2 SPECIFIC RESEARCH QUESTIONS

Following to the principal research question above, the study intended to address the following specific questions

1. *What is the current school leadership role in Tanzania?*

The study assumed that the current school leadership role to a large extent is affected by globalization forces. These forces have demanded policymaker to adopt global policies such as decentralization; restructuring of educational management and strengthening of accountability into Tanzanian education system

as it is shown in policy document of 1995. To put the policy of 1995 into practice, this policy followed by various programs such as Education Sector Development Programme (ESDP) and Primary educational development programme (PEDP) (UTR 2000 & 2001). The study assumed that in the process of implementing this policy through the initiated programs, the school leadership role has changed.

2. *What are the mechanisms used by the Tanzanian government to embrace changes in school leadership role?*

The assumption underlying here was that if the school leadership role has changed, as the result of global forces, there must be mechanisms used to accommodate changes such as training, workshops, or any other program in which school leaders were equipped with the knowledge and skills of how to implement changes. The study therefore, investigates the mechanism used to embrace changes because it assumed that the global management forces may be well accommodated in educational management policy document but practically not or poorly implemented.

The situation of states to accommodate new ideas into national policy or in national political agenda and yet practically not or poorly implemented is a common phenomenon. Thune and Welle- Strand (2002:74), for example, in their study about “The Quality Agenda in Norwegian Higher Education Policies” have the following to comment on; “While the quality has been on the national agenda for more than ten years, very little has happened in practice in terms of national efforts to develop and assure quality in higher education”. Having this in mind, the study therefore has tried as much as much as possible to map the match between policy and practice.

3. *What are the challenges faced and opportunities available for school leadership role in the provision of Primary education in Tanzania?*

Referring to Dimmock and Walker (2005), when the global and local forces meet, they might create cultural tension which may act as a challenge in the

implementation of the new managerial responsibilities. On the other hand the global forces might have opportunities in the context which are implemented. Therefore the researcher assumed that the current school leadership role might face some challenges as well as contain some opportunities to be exploited. The study therefore intended to investigate the current school leadership role in Tanzania to find out what are the challenges and opportunities so as to see whether are due to the tension identified by Dimmock and Walker (2005).

1.5 MOTIVATION AND SIGNIFICANCE OF THE STUDY

The selection of the topic of this study comes about after I have attended the HEAD² conference held in the Norwegian School of Management (BI). The conference was about the school leadership training programme under globalization. Since it was international conference, and most of participants were from developed countries, there were various paper presentations on school leadership training from countries such as UK and USA. Further more, in the second session of the conference, there were a hot panel discussion from Norway discussing about the future trends of school leadership training. In the discussion, I heard different ideas from different countries such as France, Canada, Denmark, US, UK and Norway itself just to mention the few. All these countries were trying to explain the way school leadership training is being handled in their home countries.

On the light of what explained above, I became aware of school leadership topic. With my background as a primary school teacher in Tanzania, I started to re- think this topic in relation to my own country, Tanzania.

Having seen the motivation behind this study, the study hoped to be significance in the following areas;

➤ Policy and planning

It is hoped that the study will provide useful information on the way school leadership has changed in Tanzania as the result of globalization influence. This study, struggle to show the real picture of to what extent policy makers, teachers and educational official are aware of globalization influence on education, how the forces has caused changes on school leadership

²HEAD is a project for School Manager Training for Accountable Quality Education in Norway

and its challenges and opportunities. The information obtained in this study therefore will be very important for policy and planning issues in Tanzanian education. Either, by explaining the challenges and opportunities available for school leadership, it will help policy makers, and all educational stakeholders to increase their effort to utilize those opportunities as well as to work on how to combat those challenges available.

➤ **Awareness**

In respecting the sensitivity of the topic, this study tries as much to use various literatures from Tanzania and also from different countries. These studies have been used not only on literature review but throughout the study. One of the reason to do so is that I wanted to create awareness to all educational stakeholders, academicians, researchers and community in general that the current changes on educational leadership is a global trends that are inevitable. In that case, they need to rethink more serious of the current changes on school leadership and how to manage them.

➤ **Comparative Study**

Knowing that the current changes on school leadership is a global trend that happening all over the world, to study one area/context is not enough to manage to solve educational issues and problems pertaining educational system of a country specific today. In that case therefore in order to manage to solve issues and problems that are affecting the current educational system, we need to study various cases from related to non related contexts. The assumption here is that the more we learn and understand others, the more we will manage to solve our own issues and problems. Having this in mind, the comparative studies are very important as they offer information from various places. This study therefore, is hoped to offer the useful information for comparative study.

1.6 DELIMITATION OF THE STUDY

This study is delimited to the school leadership roles. It tries to examine the way school leadership roles have changed as the result of the influence of globalization forces. The study also examines the mechanism used by the Tanzanian government to accommodate changes on school leadership role. The study is not concerned with the leadership training and its

development, rather the training in this study is taken as one of the mechanism used to accommodate changes on school leadership role in Tanzania.

The study also has selected to examine the school leadership role at the level of primary only. The reasons for such selection include the following; First, I wanted to support what various studies have proved that there is a high rate of return in investing on low level of education in most of developing countries than in higher level of education owing to global educational policies' force, as far as globalization in general is concerned (See studies such as Psacharopoulos, 1985; 2000 &, 2004; Woodhall, 2004). This fact has become among the global agenda in education today and can be seen as the way globalization policies are demanding the shift of the public resources from higher level of education to primary (basic) education (Carnoy 1999). It is from that reason therefore, the primary education became the main focus of this study.

Second reason is that I found that it is good to select one level of investigation so as to avoid unmanageable themes that can emerge in investigating school leadership roles from different levels of education.

The third reason for the selection of school leadership role in primary level is due to my own personal bias being a primary school teacher. Since the communication system still is in form of hierarchical order, a lot of directives from top are some how poorly implemented due to either lack understanding of directives or lack of fund to implement those directives effectively. Further more there is a believe that most of directives in the low levels are implemented unquestionable. This situation has also reported by Arnove (2003) that many directives from the multilateral institutions to the developing countries are implemented unquestionable. As such, this study delimits itself on primary school to see how these global changes have been implemented.

1.7 LIMITATIONS OF THE STUDY

The present study has some limitations that needed to be taken into consideration. The reason is that some limitations can be taken as cornerstones for further studies in the future.

It is important to note that, this study focused on a very sensitive area of investigation; ‘the school leadership role’ the topic therefore, stand firm from the policy level to the outcome of policy implementation. As it has been pointed out in section one in this chapter that currently, school leadership has emerged to be an area of investigation due to the changes that are taking place all over the world. These changes on school leadership roles have switched the eyes of scholars and researchers to re- investigate the school leadership as it is seen as the “panacea of social problem” (Bolman and Deal 1997: 294). As such, the topic therefore is not only sensitive but also a large and complex one.

Having said the above, first limitation in this study was that the selection of school leadership role at the level of primary school in Kilimanjaro is not enough for explaining the current issues pertaining to school leadership today and specifically on Tanzania. Rather, results obtained from this study should be taken as the valuable contribution on the current issues on school leadership.

Second limitation is the lack of adequate time and resources to extend my investigation to the other area of school leadership such as at the level of secondary and other educational institutions. This could have added more valuable information about the global impact on school leadership in Tanzania.

Lastly, the restriction of time and resources also affected the choice of data collection methods in this study. I was forced to use questionnaire instead of interview method to collect information from school leaders. Only few school leaders were interviewed. All these might affect the study results and hence the use of questionnaire might limit the interpretations and conclusions of this study

1.8 THE STRUCTURE OF THE DISSERTATION

This study consists of seven chapters. *Chapter one* is the introduction which has outlined the background and the statement of the problem. The chapter also has delineated the purpose of the research, its objectives and research questions. The chapter has further addressed the motivation

and the significance of the study and it concluded by explaining the delimitation and limitation of the study.

Chapter two provides the literature review. In this part, only literatures related to this topic surveyed. The chapter therefore starts by surveying on how globalization reinforced reforms on education and specifically on school leadership. Thereafter the chapter goes on by tracing how globalization categorized issues and problems pertaining to states education. Here, Carnoy (1999) and UNESCO (1999) have been used as a framework. Other issues surveyed in this chapter include the school leadership in developing countries and some empirical studies on school leadership which followed by the synthesis of the empirical studies. The chapter ends by giving the summary of the whole chapter.

Chapter three confers the conceptual framework guided the study. In this part, the globalization arguments selected as a theory that guided understanding of topic under this study. The section therefore, gives the account of the globalization arguments and its relevance to this study. The section followed by the conceptual framework that shows the way globalization forces affect educational management of a state and the way states filter and accommodates these forces in its education system. The chapter also gives operation definition of terms relevant to this study. This followed by the educational typologies that exist in this field. The chapter ends by giving the summary of the chapter.

Chapter four presents the methodology used in this study. It tries to give the picture on the way the study was carried out. The chapter starts by discussing the research strategy and the reasons for the choice. It goes on by displaying the data collection procedure and research methods used. Further the chapter presents the interview guide and its administration and this followed by administration of the questionnaires. Other issue presented in this chapter includes the study area. Thereafter the population, sample and its characteristics are given followed by sampling techniques. Validity and reliability of the instrument is also displayed in this chapter. Lastly, the ethical issues are ending up the chapter.

Chapter five is a data presentation. The chapter tries to present the findings as it is revealed from the data. The presentation of the data in this chapter does not involve discussion. In that case the finding is presented in form of outlining the themes as it is derived from the data. The themes presented in this chapter are basically based from the research objectives.

Chapter six is data analysis and discussion. This chapter discusses the findings presented in chapter five. It tries to interpret the findings by relating the issues from the data with literatures. Some of these literatures have already discussed in the previous chapters. The whole process of interpretation and discussion in this chapter was guided by the qualitative approach.

Chapter seven is the last part of the study. It presents the summary of the findings, implication of the study, and recommendation. The chapter also gives limitation of the study and last it gives some suggestion for further research.

The diagrammatical representation of thesis is presented in the following diagram;

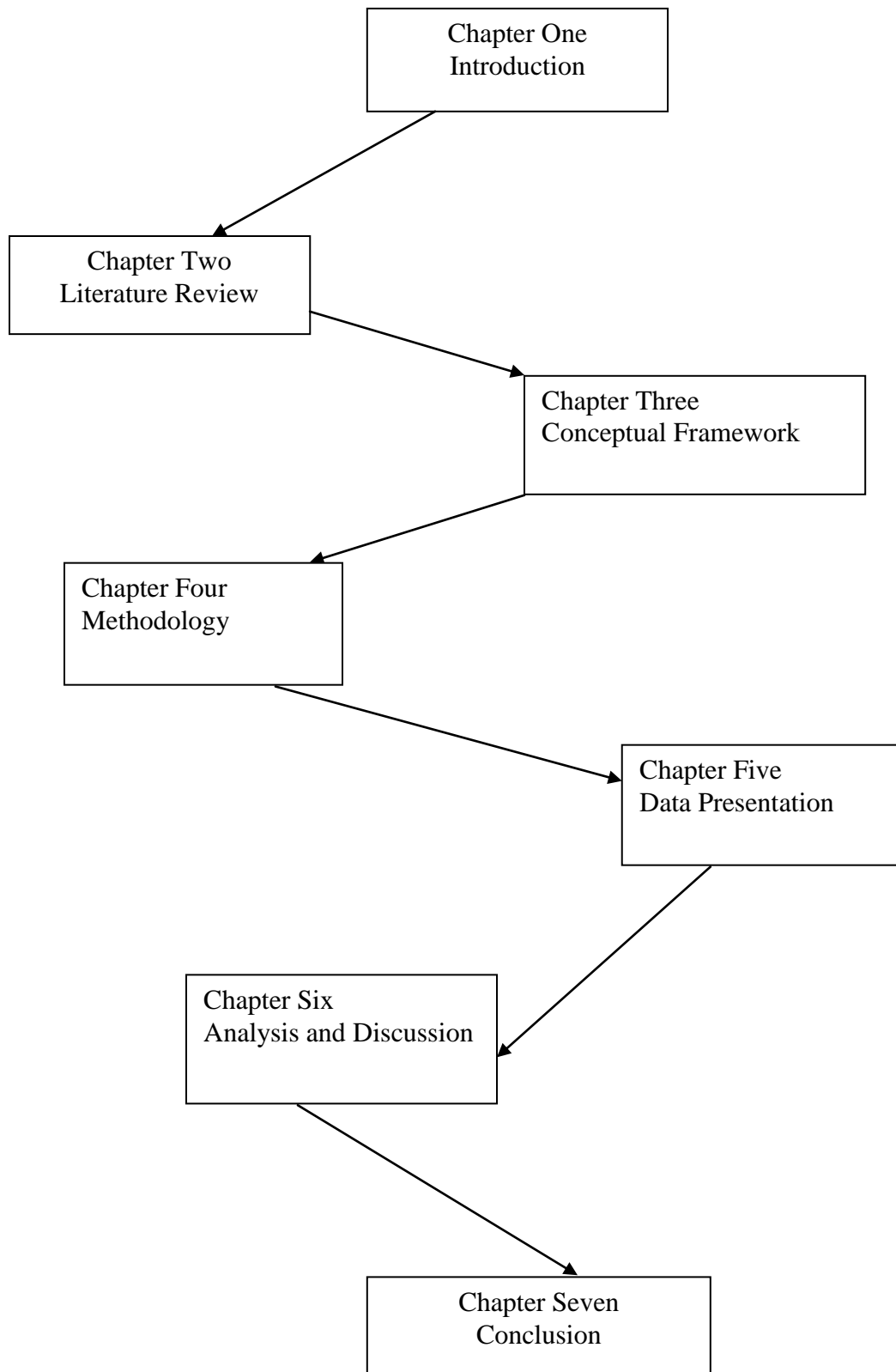


Figure 1: A Diagrammatical Representation of the Thesis

CHAPTER TWO: LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents a literature review. Literatures used in this chapter are from various documents related to this study. The chapter consists of six sections. Section one put forward the issue of globalization and educational reforms. The literatures surveyed in this place strike to show how globalization reinforces reforms on school leadership. Section two tries to map the way globalization categorized issues and problems pertaining to states education.

Section three tries to offer information about the current status of school leadership in developing countries while section four gives empirical studies on school leadership. The studies used in this part cut across developed to developing countries hence helps to have a comparative analysis. Section five gives the synthesis of the empirical studies and last a summary of the chapter is given.

2.1 GLOBALIZATION AND EDUCATIONAL REFORMS

As we endeavor the discussion on globalization and educational reforms, we find the following question to be one of the imperative interrogative tools: how has globalization reinforced reforms on school leadership as whole?

Dimmock & Walker (2005) argue that in a globalizing and internalizing world, it is not only business and industry that are changing, education, too, is caught up in that new order. This situation provides each nation a new empirical challenge of how to respond to this new order. Since this responsibility is within a national and that there is inequality in terms of economic level and perhaps in cultural variations in the world, globalization seems to affect others positively and the vice versa (Bush 2005). As such, the implementations of the global educational reforms are not uniformly implemented. In most of developing countries, these forces come as imposing forces from the outside and are implemented unquestionably because they do not have enough resource to ensure its implementation (Arnove 2003; Crossley & Watson, 2004). Katzs (1999) also observes that for the countries that have enough resources, globalization to them is opportunity but for those who fail to compete, they remain to be the consumers of others (see also Altbach, 2004). Most of developing countries fall on the latter.

Globalization is a force that reorganizes the world economy; and its main resources are mostly knowledge and information (Castells, 1994). He also argues that given the fact that knowledge and information, usually transmitted and shaped by national and local educational institutions, the educational institutions therefore are fundamental to the development of the global economy. As the world economy is re-shaped by the globalization, the education institutions at the local level are also reshaped by these forces. Therefore, globalization, knowledge and educational institutions have intertwined each other (Carnoy & Rhoten, 2001; Arnove, 2003; Brock-Utne 2006). As such, the purpose of education has been transformed in order to meet the demands of the new market place which rely on investment in and productivity of the knowledge (Carnoy 1999: 24).

There is misinterpretation that globalization has no much impact on education because the traditional ways of delivering education is still persisting within a national state. But, it has been observed that while globalization continues to restructure the world economy, there are also powerful ideological packages that reshape education system in different ways (Carnoy, 1999; Carnoy & Rhoten, 2002). While others seem to increase access, equity and quality in education, others affect the nature of educational management. Bush (2005) and Lauglo (1997) observe that decentralization of education is one of the global trends in the world which enable to reform educational leadership and management at different levels. They also argue that Decentralization forces help different level of educational management to have power of decision making related to the allocation of resources. Carnoy (1999) further portrays that the global ideologies and economic changes are increasingly intertwined in the international institutions that broadcast particular strategies for educational change. These include western governments, multilateral and bilateral development agencies and NGOs (Crossley & Watson 2004). Also these agencies are the ones which develop global policies and transfer them through funds, conferences and other means. Certainly, with these powerful forces education reforms and to be more specifically, the current reforms on school leadership to a large extent are influenced by globalization.

The discussion about the three major educational reforms under globalization namely competitive driven, finance driven and equity driven reforms is given in the theoretical framework in chapter three section 3.1.1 therefore the study do not discuss them here instead

only the two elements of competitive reform namely Decentralization and improved management of educational resources are deeply discussed below. This is due to the fact that the two elements are the key actors which affect school leadership role of states.

2.1.1 Decentralization in Education: A Global Demand

Carnoy pointed that one of the main focus of decentralization in education is to increase a greater educational autonomy in decision making (1999:38). This in turn therefore, to make teachers and school administrators more directly responsible for their pupil performance and also it allow them to implement the changes needed to accomplish this responsibility. As such it will directly lead to higher- quality education. Carnoy also view decentralization cast as a global reform that increases productivity in education, it contributes significantly to improving the quality of a nation's human resource (1999:53). Decentralization of power to the low level of education such as school and community will motivate parents to participate on education and also teachers and administrators will improve teaching as they have increased power in using resources that are available in a more efficient way. Carnoy also wants us to be aware that although decentralizing of management and decision making should lead to the more innovativeness and efficiency of educational service delivery with more accountability but it is not a sufficient for quality rather they are necessary precondition for quality improvement. As such, Carnoy noted that “a well organized public administration will therefore be the key to educational improvement in the globalized economy” (1999:83).

The whole rationale of decentralization in many African Countries is well documented in Association for the Development of Education in Africa (ADEA) discussion paper of 2003. The paper pointed out that decentralization in educational management in most African states is motivated by political and fiscal considerations. Like Carnoy (1999), they believed that Decentralization “would lead to the improved quality and better service of delivering in education” (ADEA, 2003: ii). Further more, leaders in Africa and in some Asian countries substitute decentralization for democratization at the national level as they view it as a safe way of acquire legitimacy to the grass root support (Crook and Manor, 1998). It is good to note here that education in most African states was a centralized system most adopted from their former colonials. Under such system, the central government was responsible for the provision of education. Such responsibility is seen as a burden as most of states in SSA suffer from severer

economic constraints. As such, to decentralize their power to the grass roots is like the transfer of the burden from the central to the grass roots.

2.1.2 The Improved Educational Management: A Global Demand

Bolam (1999: 194) defines educational management as “an executive function for carrying out agreed policy”. Those executive functions must, as according to Bush (2003), focus the purpose and goals of education. Bush and Middlewood 2005 added that in order for educational management to achieve its purpose, there must be a clear and close link between education and management.

Most of the traditional educational management of many states in the world were centrally functioning. That is to say, the entire decision making in education are made at the top. Lauglo (1997:3) links centralization and bureaucracy and defines it as, “Bureaucratic centralism implies concentrating in a central (top) authority decision making on a wide range of matters, leaving only tightly programmed routine implementation to the lower levels in the organization”. Under such systems, leaders faced with a lot of problems especially when they want to implement some innovative ideas about the school or education in general. Bush and Middlewood (2005) argue that leaders under such system lack vision for their schools and also they can not lead and manage staffs effectively.

As the power of decentralization increase globally, the traditional educational management is subjected to change so as to be more efficiency. Decentralization involves a process of reducing the role of the central government in planning and providing education. This process goes hand in hand with the empowering educational institutions and revolves them into the self management. In SSA for example, there is a changing role of management of education from the central to the low level of education system. It is important to note here that despite the changes in the educational management in most of SSA, the structure of education management has remain pyramid in shape where by the national policy, curriculum, programmes and logistics remain at the central. The ministry of education therefore works together with the regional and districts to ensure that policies and programs formulated at the central are implemented in the schools. The management at the school level is controlled by the head of schools (ADEA, 2003).

A good example of the way globalization forces get the path way into education system of specific country, especially in developing countries is portrayed by Brock –Utne (2006). She noted the case that in 1980s there were deterioration of education sector in the developing countries. This situation led some of the multilateral organizations to organize the World Conference For All (WCEFA) in 1990. The overall aim of the 1990 conference was “to get developing countries and donors to turn around the downward trend of falling enrollments, falling compilation rate, and poor learning outcomes within primary education in developing countries” (Brock–Utne 2006:4). For international conferences like that of Jomtien, the declarations, frame works, and plan of actions have great influence on the policy of the targeted states. It is through this way in which globalization forces influence the educational policy of a country like Tanzania.

The decentralization process that is taking place in Tanzania for example follows theories of decentralization that is taking place globally. This is revealed in the ESCRT 2001 report as the following is documented;

The decentralisation initiative should define clearly the functional decision making domains of central and local governments, individual schools (private and public), NGOs; CBOs, parents and communities as to include: financial and resource mobilisation, supervision and accountability, representation and participation and general linkage with district structures, the idea being to let the theory underlying the decentralisation effort is that central government will play a broad policy and supervisory role while implementation functions, including local decisions on resource allocation, will be the responsibility of communities and localities/umbrella organizations (2001: 1008).

Hannaway (1993) gives us the theoretical reason to why decentralization has been a highly current agenda especially in education in the world today. She argues that educational system has been considered as an organization which is large in size, complex and/or dynamic. As such, management is not able to make decision necessary to manage organization effectively. We have noted some where else in chapter one, that the centralized education administration system in Tanzania has been reported to be ineffective (Kiwia 1994; Nkinga 2003). Perhaps, what Hannaway (1993) is arguing can be among the reasons for inefficiency of Tanzanian management administration which was highly centralized. Thus out of sheer necessity, the

reform in the management system demanded to delegate decision-making responsibilities to the lower levels in the hierarchy as what noted in Hannway (1993).

In relation to Hannway (1993), Weiler (1993) raises other interested points to why most of developing countries such as Tanzania undergo decentralization policy. He argues that one of the main reasons is the influence of the World Bank. According to Weiler (1993), there are two reasons to why World Bank exerting pressures to developing countries to under go decentralization. The first one, concerns with the resource mobilization while the second one concerned with the resource utilization. Weiler (1993) argues that World Bank believes that “ the extent that decentralization system of educational governance do more actively involve a broader range of societal institutions and groups, the same institutions and groups can be expected to contribute resources that previously, under centralized form of governance, were not available or were used for other purposes”(1993:62). This expectation by the World Bank, in Tanzanian context focused local community, NGOs and CBOs to have stronger sense of commitment on education as they are expected to generate added resources for school development.

In concern with the utilization of the resources, World Bank thinks that “decentralization system of governance will use the available resources more wisely and efficiency” (Weiler 1993: 63). The assumptions that underlined here is that by increasing power to the local community will help monitor the proper utilization of the resources available more wisely.

The influence of World Bank was also mentioned in the study by Mosha and Dachi (2004). In their study on “Decentralization of Education Delivery and Provision as a Strategy for Poverty Alleviation in Tanzania”, they argue that in “promoting inclusive decentralization and community development is not accidental...the World Bank have become to realize that prescription from the above or from else where do not work” (2004:171). With this perception by World Bank, we can clearly see that centralization system of education is no longer needed. Hence, decentralization is a means in which bottom up system will be introduced. We can say here that while Tanzania opt for decentralization as a strategy for poverty alleviation, in the international perspective, decentralization of education among states focused to enhance the

quality of educational standards of states education so as to meet the demand of high quality product of workers. Decentralization therefore can be seen as the way in which the local and global demands will meet as it is shown in the framework developed for this study. See figure 3 in Chapter Three.

The apparent school leadership responsibilities that are exercised at the institutional level are influenced by a range of decentralization forces that associated by globalization. Bush and Middlewood (2005) observed that decentralization of power and financial from the central level to the low level such as school, affects the nature of school leadership and hence it is subjected to change. The extent of changing in school leadership in a global can be seen in the way scholars from different context writing of school leadership see studies such as Tjeldvol *et al* (2005), Wales (2004), Grace 1995, De Grauwe (2000), Hallinger (2003), to mention but a few. The scholars have shown that school leadership is subjected to change so as to receive new responsibilities to enhance global demand of quality education and also to meet the local demand. This situation therefore is affecting education system in various parts of the world and the efforts for school leadership training have begun. The English National College for school Leadership for example, aims to be world-class as its plans as it suggests: *“To ensure that our current and future school leaders develop the skills, the capability and capacity to lead and transform the school education system into the best in the world”* (NCSL 2001: 1)

The current reform in the educational management in Tanzania therefore, is a political influence by the global trends. The educational management is consistent with the level of decentralization. That is to say, as the government continues to decentralize its power and financial control from the central to the low level, the educational management and leadership is also improved so as to exercise power and to be able to manage and control over the resources allocated. The strategies for improving educational management in Tanzania as it is pointed elsewhere in this study documented in the various documents such as, Education and Training Policy (ETP) of 1995, Primary Education Development Plan (PEDP) of 2001 and in Secondary Education Development Plan (SEDP) of 2004 just to mention a few. In the PEDP document for example, the following is revealed, “the central ministry will continue to focus on policy development and monitoring. There will be increased delegated authority to local government

and school to manage education provision and development. The ultimate goal for each district is to be able to provide equitable access by children to quality education services” (PEDP 2001: 15). As it is noted in PEDP plan in Tanzania, the reason for effecting changes in the provision of education match with what Carnoy (1999) emphasizing on equity driven reform which stress the need of improving accesses to quality education for knowledge production. The purpose of educational management in Tanzania therefore is to increase knowledge production so as to meet the local and the global demand

2.2 THE DEVELOPMENT OF EDUCATIONAL CHANGES IN TANZANIA AND ITS CAUSES

The current educational changes in Tanzania like many other African countries have been profoundly shaped to a great extent by the global forces though the current changes do not mark the beginning of educational changes. In Tanzania, education has been changing from time to time since independence. This study however has tried to focus only on changes that seem to affect primary education and the management administration system. The major changes that are remarkable include the following: One, the educational reform of 1962 which intended to reframe the existed colonial education. Two, formulation of the Educational for Self Reliance (ESR) policy of 1967 (Nyerere, 1968). Three, the Musoma resolution on Universal Primary Education (UPE) of 1974. Four, decentralization of decision making from the control of the government to the regional offices (1972). Five, the formulation of the National Educational act No. 25 of 1978 and its amendment of 1995 (URT, MoEC 2001:1). The question we can ask here is that why Tanzania has undergone all these changes and what were the motives behind?

Two schools of thoughts can probably answer the question above. According to Kyando (2004) the first school of thought argues that educational changes in Tanzania are the reflection of the political trends Tanzania has been following since its independence. For that case, political events were both internal and external influences. For example the changes of the 1962, was the internal force intended to restructure the colonial education system. The introduction of ESR in 1967 was due to both internal and external forces, because the ESR was the continuation of Arusha declaration which was a move towards the Eastern Block. The Musoma resolution of 1974 was a response to the global campaign for universal primary towards education for all. The

decentralization of decision making of 1972 was internal force towards improving the management efficiency.

The second school of thought views the changes as the outcome of deficiency or failure of the pre-existing action plans and policies (Neave, 1998). Scholars in this group argues that changes may come about because people have learned better strategies through practice, or because of demands from clients, loss of charismatic director, hiring of staff with different skills, changing community sentiments, raising staff morale, or any other shifts (Kyando 2004). When all these happened to the existing program, the evaluation recommendations may suggest trying some new strategies (Weiss, 1998).

The two schools of thought seem to agree that there are both internal and external forces behind the educational changes in Tanzania. Certainly, educational changes in Tanzanian education system were aimed at solving number of problems pecisted in the Tanzanian society. Some of the problems have persisted for quite a long time and others appeared as time and situation changed. Some of the problems are seen to be in a vicious cycle relationship as they are seen as the main focus of the education sector but they make too slippery surface for the system to achieve its objectives (Kyando 2004). Some of the leading issues noted in URT (2000) are listed below:

Dilapidated physical infrastructure: On one hand, a twenty first century marked by significant advances in science and technology on the other, schools in Tanzania have barely good furniture. This is a widely spread problem in the country, especially in primary schools. This is one of the priority problems to be solved.

Decreasing enrolment: A number of children being enrolled have been falling tremendously. There is a number of explanations for the cause of this situation. Some of the mentioned reasons are parents' low income, long distances from the schools, disabilities among the children and cultural barriers, and the impact of Structural Adjustment Programs (SAPs).

High and/or increasing drop outs: A poor economic performance of the national economy has increased the pervasiveness of poverty down at the level of individuals. At the same time SAPs

policies introduced cost sharing in social services including education. The introduction of school fees in primary schools have been considered as the main factor taking children out of school.

Lack of teaching and learning materials: The learning process in schools needs learning and teaching materials in addition to the infrastructure. Most of the schools lack necessary teaching and learning aids, such as text books and reference books in Tanzania.

Low morale amongst the teaching staff: The teacher's position in civil society has been placed at the lowest level in terms of status as well as payments. This contributes to the low morale of teachers. To worsen the matter, most of teachers live in the rural areas where the basic needs are barely available. Being far away from the town centers leaves them unevaluated for a long time, hence no feedback on their role or performance. All these keep their morale low.

HIV/AIDS: This pandemic has hit the Tanzanian population and the sub-Saharan Africa region alike. The pandemic has killed and is continuing to claim a good number of lives including participants in the education sector. These include teachers, pupils and parents. At the same time AIDS has left a number of orphans, mostly primary school with nobody to take care of. This has affected school attendance, as older orphans are left taking care of the young ones in their homes. In such situation, schooling becomes an unlikely priority, only survival. It has been not so easy to map the problem in an accurate way as the HIV/ AIDS effects are mapped in a vicious cycle kind of relationship.

2.3 GLOBALIZATION AND STATES' EDUCATIONAL ISSUES AND PROBLEMS

In this section, the key question we are trying to answer is *how globalization categorizes issues and problems pertaining to states education as whole?*

The identified educational problems in Tanzania can best fit in what UNESCO (1995: 7) identified as the “the most pressing educational issues and problems” in many countries. UNESCO has grouped them into four groups as follow;

First is the guiding principles group. These principles focus on relevance, quality and efficiency of education, partnership or participation in education, and flexible, comprehensive, future-oriented and development-oriented education.

Second is the set of system-articulation and finance group. This carries in it the decentralization of the education system and management, centralized decision making, federal systems and networks, strengthening of school autonomy, systems of life long learning, transition from one system of education to another; co-ordination and linkages of various systems within the education sector and other sectors in society, types and levels of education.

The third category in this group is the special areas of education which include educational content and curricular integration, methods and materials, teacher training and learning technologies.

The fourth group is the learner-related issues: it concerns with issues such as cultural, linguistic and socio-economic backgrounds, illiteracy, gender equity, ethnic minorities, learning in remote and rural areas. Furthermore, it concern also with motivation, social and emotional problems.

Apart from UNESCO (1995), the educational problems scourging Tanzanian education can also fit in Carnoy's (1999) framework of global educational reforms. In his framework he identified three educational reforms namely equity reform, financial reform and competitive reform. They are briefly elaborated below as follows:

The equity driven reform response to the increase of equality of economic opportunities. The reform, therefore, intends to equalizing accesses to high quality education. Globalization under this reform puts pressure to countries to invest on low level of education and to allow greater quality and access to low income and marginalized groups. The main equity reforms in developing countries according to Carnoy (1999) include: First, to reach the lowest income group with high quality basic education. This is emphasized in World conference on Educational for all (WCEFA, 1990; UNESCO, 1993; Carnoy, 1999). Second is to reach marginalized groups

such as women and rural populations. Third, to reach ‘at risk’ low income and special needs students.

The second reform is the financial driven. It aims to reduce the government’s spending on public sector including educational sector. With this reform, the focus is on shifting of public funding from high level to low level of education. This reform seems to create opportunity to equity reform in primary education.

The third is the competitive reform which aims to improve productivity by improving the quality of labour and educational institutions at all levels. Reforms under this strategy include decentralization, standards of educational attainment, improved management of educational resources, and improving teacher recruitment and training.

By using the UNESCO (1995) and Carnoy (1999), we find that globalization forces are also intended to improve the quality of education and its provision. It also intends to improve educational institutions and management of education in a specific country.

In order to accommodate the global reform strategies into its education system, the Tanzanian educational policy of 1995 intends to do among others the following;

Decentralize education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training.

Improve the quality of education and training through supply of teaching and learning materials; rehabilitation of schools physical facilities.

Promote access and equity through making access to basic education available to all Tanzanian citizens; expanding and improving girls’ education; gifted and disabled children.

Broaden the base for financing education and training through cost sharing measures involving individuals, communities, NGOs, parents and end users, and through inclusion of education as an area of investment in the investment promotion act (URT, ETP, 1995:v)

To ensure the effective implementation of ETP 1995, the MoEC issued Educational Sector Development Programme (ESDP) (URT, MoEC 2001). This programme aimed to operationalize various policies pertaining to sub-sectors in ETP policy of 1995. The ESDP laid the ground to

the development of Primary Education Development Programme (PEDP) of 2001 which its main focus is on primary education. The implementation of this programme has a profound effect on school leadership role in Tanzania.

To what extent the implementation of PEDP together with the 1995 ETP documents has impact on education management and school leadership role is the major concern of this study. The following section discusses the management and school leadership reforms in developing countries with reference to Tanzania as a point of departure.

2.4 SCHOOL LEADERSHIP IN DEVELOPING COUNTRIES

The role of school leadership in developing countries is said to be under-researched area (Simkins *et al*, 2003). One of the suspected variables for such situation is that much effort for educational improvement has been focused on top-down and a system-wide change approach rather than a change of the individual school. The system-wide change intended to emphasize the disciplines of planning and finance rather than those of management and change (Crossly & Watson, 2004; Simkins *et al.*, 2003). However, under such system, the current role of head teachers seem to be of a considerable as De Grauwe (2000: 1) portrays:

Much research has demonstrated that the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, and that the capacity of schools to improve teaching and learning is strongly influenced by quality of leadership provided by the head teacher.

The new paradigm shift in education system in developing countries is motivated by the adoption of global policies and pressure from donors (Crossley & Watson, 2003; Arno, 2003). Adding to the above, McLean, (1997) asserts that change of economical, political and sociological waves in a particular country also motivated the new paradigm shift. These factors have pushed most of developing countries to restructure their educational system. For example, the Tanzanian Education and Training policy (ETP) of 1995, a policy which guides the country to move towards the 21st Century, documented the following:

The new Government micro policy which emphasizes, *inter alia*, increased the role of the private sector; continue liberalization of the economy; provision of essential to priority areas; increased investment in infrastructure and social sectors and the introduction of cost sharing measures, necessitated the review and restructuring of the education system (URT, ETP, 1995: i).

Most of what stated in ETP, are also in the global agenda. As Crossley and Watson (2004) observed that the Northern development agencies are part of the process of globalization and they help to further the international transfer of educational policies and practices. Since Tanzania depends on donors to get educational support and most of them are from the North, it is demanded to implement globalization policies in order to receive educational support from donors. Thus, the restructuring of education system in Tanzania takes into recommendations from both internal and external as it is indicated in the conceptual framework (see figure 3 in chapter three) of this study. Due to these recommendations, ETP among others intends “to decentralize education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training (ETP, *ibid*: i).” Definitely , what is allocated in ETP, are also among the Sector Wide approach goals which engineered by World Bank (WB), IMF and other overseas agencies (Crossely & Watson, 2004; Arnove, 2003). That is to say, ETP of 1995 to a great extent accommodated what is in the global agenda. In accommodating these global agenda in developing countries as Lauglo (1995) argues, some policy seems to empower head teachers within the context of loosened hierarchies of control; others place the emphasis on the empowerment of parents through school boards or similar bodies at school level. It is from those contexts therefore, school leadership has become a centre of focus in developing countries.

2.5 THE SELECTED ARTICLE AND EMPIRICAL STUDIES ON SCHOOL LEADERSHIP

2.5.1 McLean (1997)

McLean, (1997) wrote an article about the contemporary crisis in educational leadership in comparative perspective. In his article he emphasizes the need of using comparative perspective in studying educational leadership. The reason behind this is that the comparative studies enable one to unfold the universal global developments which affect all countries. Furthermore

it helps to identify the possibilities of action drawn from unique historical traditions in individual country and culture.

In his analysis of the educational leadership, McLean, (1997) drew two stands. First, changes in the nature of power and administrative relations within the state have an impact for educational organization. He recommends the educational leadership to take account of the place of public education in changing conceptions of states. Second, the various kinds of relations of power and administration within the state can operate independently within schools and other educational instructions.

Another point McLean observed in his article is that the changes in broader political frameworks do often cause considerable difficulties for educational practitioners when they mean the loss of status and influence.

Lastly, McLean recommends examining the historical cultures of particular societies in order to make change. In so doing changes become easy when introduced inline with that.

2.5.2 The study by Wales (2004)

Wales studied the development in school leadership training in Wales and Norway. The motive behind his study was that in the current years the training of school leadership has become a major focus of renewed government policy across the western world. He also argues that the effect of globalization have caused general public policy changes that has transformed a long educational traditions.

The Wales's study investigated the approach to school leadership training in these countries. The study reveals that although the two countries i.e. Wales and Norway are rooted in different educational traditions (the former essentialist while the later being humanist), all are changing as a result of the impact of globalization force.

The study also reveals that although the motive behind the changing of school leadership is the same, there were different responses in terms of training. While in Wales the training is the mandatory practical role oriented, in Norway is the voluntary theoretical identity focused.

2.5.3 The study by Tjeldvoll, Wales and Welle-Strand (2005)

The three scholars conducted the study about “School Leadership Training under Globalization: Comparisons of the UK, the US and Norway”. With the review of various related literature from the three countries, the following arguments are revealed. One, the three countries namely UK, US and Norway see the need for increased quality of schooling because of globalization. Second, leadership is crucial in order to achieve the quality.

However like in Wales (2004), each country seems to respond to the global forces different from each other. While in UK the reform is taken as a governmental reform, in Norway, it is a matter of identity. On the other hand, in the US it has been taken as a competition issue.

2.5.4 The study by Wijesooriya (2006)

Like the study by Wales (2004), Wijesooriya (2006) study about school leadership training programme in Sri Lanka. She compared the school leadership training in Sri Lanka to the current international trend. In her study she finds that in principal, school leaders are well educated personnels and many of them have a good experience. But what is important for school leaders to day is the quality performance and not vast amount of knowledge a person has. This shows that there are some ground realities beyond the control of school leadership training programmes in Sri Lanka. Explaining more on this, Wijesooriya noted that the school leadership training programmes are conventional and conservative in nature. She suggested that there is a need to improve examination and evaluation procedures for the programme.

In terms of content, it is revealed that the programme is based much on theoretical approach as such it create a vast gap between the training and the actual ground hence, difficulty in application. Another issue observed in this study is that lack of ICT hampered the whole education system and the communication development of the training in Sri Lanka.

2.5.5 The study by Li (2007)

Li (2007) studied school leadership in China basing on cultural perspectives in order to understand the development of school leadership training in China. In her study she finds that the initial stages for school leadership in China started in 1950s as a political agenda. In 1980s training was provided at the provincial, teacher training school and at university institutions. In

that time there were no uniform curricula for training. In 1989, China made leadership training to be official requirement to all school leaders. In 1990, the country issued the national curriculum for leadership training. 1991 it also issued the qualification for primary, secondary school leaders which provided the training content. Again in 1992 China promulgated that school leaders were to be trained in each five years and the new leaders must have a certificate before assuming their positions. In 1997 China issued rules on school leaders training certificate and 1999 issued rules for school principles training certificate. The study also noted that in 2000 china again issued training for the key school principal. Its aim according to Li (2007) is to help the government to speed up the education reform.

The study also noted that in China's five year plan require the ministry of education to develop the state advanced education institute, the national secondary training institution centre and the national primary school head teacher training centre and in each province to establish its own institution net work. Currently, the training in China is framed by the rules on school principal training and in the tenth national five year plan for educational cadres training.

The study noted that in terms of organization, the educational authorities have played triple roles namely imposer, sponsor and supervisor. That is, according to her, the power for the training comes from the central authority as imposing to the provincial level. Attending the training is both a right and obligatory for school leaders. The ministry is also to make evaluation over the training programmes.

What we can note in this study is that, the training in China is provided in three forms namely qualification training, enhancement training and advanced training.

2. 6 SYNTHESIS OF THE EMPIRICAL STUDIES

At this juncture, we can make a synthesis overview of the above empirical studies on school leadership in section 2.5 above. One important thing we can note is that all the studies except in 2.5.1, are concerning about leadership training. Although all are concerned with leadership, they differ in terms of the context of investigation as well as authors. Another point is that the studies used here cut across different countries from highly developed countries such as US, UK and Norway to less developed countries such as Sri Lanka. This gives us good credits in terms of

comparative analysis. China is still referred as among developing countries, but recently in BBC News (2007) it has been reported to 'be among the poor nations which are in the great race to the top of the world'. As such, China is making a lot of reform in its education system so as to meet the need of the local and global demands.

Another issue we can note from these studies is that the struggle for school leadership training in all the above studies resulted from the impact of globalization in education and thus to reframe school leadership is seen as one of the corner stone to meet the global demand. That educational tradition in each country is influenced by the forces of globalization although as it is already been concluded in Tjeldvol *et al.* (2005) that each country has been and still is, affected by globalization and that each country shows the need of training its school leaders, but there is different struggles and responds towards the global pressure in each country due to the existence of differences in local educational traditions and contexts.

Some countries face many challenges and problems as it is noted in Sri Lanka. We have informed that the country still maintain its conservative way of training hence still the training is not effective. Other countries such as in China as we have seen that there is a great struggle that can be seen in the way consecutive initiations of new programmes organization and its effective implementation time to time perhaps these are one of the races reported by the BBC News.

While McLean (1997) agrees that globalization affects the education system of states, he gives us important point to consider that in order to initiate any changes in education we need to learn the education tradition that exists in a country specific first. As such it will be easy to initiate changes. He also suggests the importance of comparative study which helps to draw the unique historical tradition of individual culture.

Different from above studies, the current studies is not about school leadership training in Tanzania. The study observes the way globalization have and still is, affect school leadership role and the mechanism used to accommodate changes on school leadership role. In relation to the above, the study considers school leadership training as one of the mechanism used to accommodate changes on school leadership in Tanzania. I consider in this study that, by studying

the way school leadership training conducted in various countries will help to broaden understanding of the strength and weakness of the mechanism used to effect changes on school leadership in Tanzania. Furthermore, the knowledge obtained in this comparative studies will also help to give suggestion and recommendations of what should be done in Tanzania so as to improve school leadership training as the strategy to effect changes on school leadership and also to raise the quality of both school leaders and educational quality to meet the local and the global demand of education in Tanzania.

2.7 SUMMARY

In this chapter we have seen the way globalization reinforces reforms both in education and management of national states. In part one and two of this chapter, we have discussed the current global influence on education and educational management as a continuation of the development of educational changes in Tanzania. We also tried to trace the development of educational changes and its causes and concluded that they are influenced by both internal and external factors.

In part three of this chapter the study tries to merge the identified educational issues and problem scourging Tanzanian education and the way globalization categorizes and analyses them by using UNESCO (1995) and Carnoy (1999) as frameworks. Thereafter, we reviewed the way Tanzania educational policy of 1995 accommodated global reforms in the education system. In part four, we discussed the status of school leadership in developing countries. We concluded that for a long time these were and still are, under researched in developing countries. Even though, currently due to the global influences, school leadership has been a center of focus.

In part five of this chapter the study reviewed various studies on school leadership across countries. The main aim was to gain more knowledge in relation with this study. In the synthesis of studies reviewed, we have seen that most of the studies concerned with the school leadership training. Another thing noted from those studies was that the main influence behind the school leadership training was the globalization forces which have affected the education system of the states and then reinforces a lot of changes on school leadership. School leadership training therefore, is taken as the main mechanism for affecting changes.

Having seen the summary of this chapter, the question we need to address here is *what is the essence of the literature review in this study as whole?* To answer this question we need to note that literatures used in this section are not only from Tanzania but they cut across the world. This gives us the closer understanding of globalization that is the influence that affects world states' education. Therefore, they help us to have a clear understanding of the way globalization forces get a way to penetrate into world states' education. Having this in mind, the essence of this chapter is of two main important. One to offer us understanding of the way globalization influence states' education. Second the literature used in this chapter give us not only a comparative analysis but also will be used to support the findings of this study.

CHAPTER THREE: CONCEPTUAL FRAMEWORK AND OPERATIONAL DEFINITION OF TERMS

3.0 INTRODUCTION

After the analysis of various literatures in chapter two, in this chapter we are focusing on the conceptual framework of this study. The chapter is divided into four main sub-sections. Section one is concerning with the globalization arguments and its relevance to Tanzanian context. The study finds it important to discuss them before presenting the conceptual framework because these arguments lay the foundation of conceptual frame work. Section two provides the conceptual framework as a guide to understand the study. The definition of crucial terms used in this study is given in section three while the last section reviews educational leadership typologies in a brief way.

3.1 THE THEORETICAL UNDERSTANDING OF GLOBALIZATION

3.1.1 A Brief Account of Globalization Arguments

The main arguments of globalization according to Carnoy (1999:19) are that, as globalization is affecting economy of each state, this situation gives us “a new way of thinking about economic and space and time”. Again, each state recognizes that education is the means to the global challenges. As such, all nations therefore, find a need for organizing the production of educational achievement and work skills as a new way of meeting the global and local demand. The main reason, according to Carnoy is that, globalization demands the shifting for skills in both domestic and world labor markets. Since skills depend on knowledge, and that education is the source of knowledge, education therefore is transformed in order to meet the demand of the knowledge and skills in the new market place. The kind of global response for this demand is the *competitive driven reform*. This reform focuses on raising the productivity of labor and educational institutions. The competitive driven reform, as according to Carnoy (1999), has four main elements. These are; decentralization policy, setting of educational standards, improved management of educational resources and improved teacher recruitment and training.

Furthermore, globalization demands the cut of public sector budgets and reducing public and private resources available for financing education and training. This marks the beginning of

privatization in education. Belfield and Levin (2002:22) give three ways in which privatization can be undertaken. First, increasing the number and proportion of private providers; Second, raising the amount of funds contributed direct by the users of the services (i.e. students and their families) and lowering the amount contributed through subsidies; or third, enhancing parental monitoring of school and school choice over the government rules and regulation. Belfield and Levin (2002) argue that each of these approaches may be taken simultaneously and they can also be balanced each other.

Frankly speaking there are many reasons for privatizing education but Globalization is mentioned as one among the reasons has been mentioned. Both Carnoy (1999) and Belfield and Levin (2002) agree that as globalization is linked with market liberalization, this has pressured and encouraged governments to seek more efficient, more flexible and more expansive education systems which to some countries could help to meet the global knowledge demand especially in the developed countries. In developing countries, as the demand for knowledge increase, privatization is the means by governments to reduce the cost of running schools. The global response to this demand is the *finance driven reform*. This reform according to Carnoy (1999) can be summed up in SAPs program. It reduces the government's spending on public sectors.

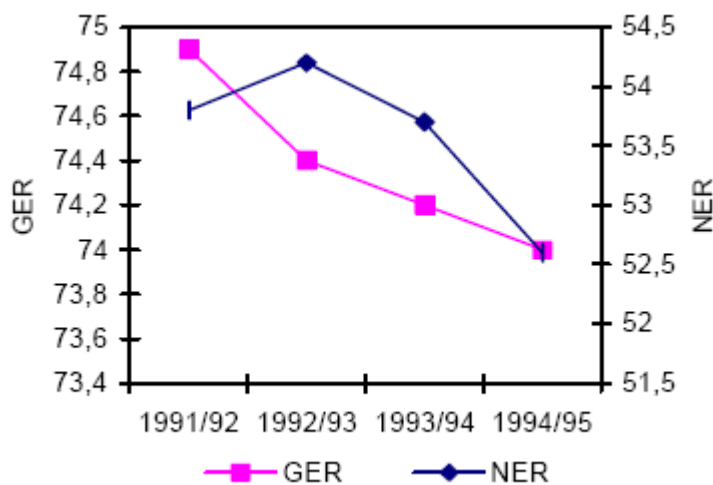
Globalization is also considered as a ubiquitous phenomenon. As such, it triggers off the social mobility and social equalization. Globalization therefore, as according to Carnoy (1999), is the basis for social mobility and equality. To meet these social constituents, globalization demands the improvement of education's political role. In that sense, Education is used by individuals not only to equip them with the knowledge and skills but also help them to move and to compete globally. The global response to this demand is the *equity reform*. The main aim of equity reform according to Carnoy (1999) is to increase equality of economic opportunity through education attainment. In that reason therefore, the reform intend to equalize access to quality education to all. The educational goal under this reform is to invest on low income, at risk and marginalized groups.

3.1.2 The Relevance of Globalization Arguments to the Tanzanian Context

As it is seen in section 3.1.1 above, it is true that these arguments are relevant to this study due to the following reasons. First, by looking on the competitive driven reform we find that this study

is mainly based on these four elements of this reform namely decentralization policy, setting of educational standards, improved management of educational resources and improved teacher recruitment and training. The current effort by the Tanzanian government to reform educational management through decentralization of both power and funds and the increase of the community participation, as it is seen in the national educational policy of 1995, seem to be exerted by the globalization forces under this reform. Thus why, decentralization and educational management are deeply discussed in the literature review in chapter two.

The second area in which we can count globalization arguments as relevant to Tanzanian context is by looking on finance driven reform. The implementation of this reform is well captured in SAPs. As we have mentioned before in chapter two, (see section 2.1) that some of globalization forces affected other states positively while others affected negatively. The implementation of SAPs in most African states for example, it has reported to have a very serious negative impact in both education and the social ways of living (Brock –Utne 2006). The low enrolment and high dropout in Tanzanian especially in 1990s is said to be among others the impact of introduction of cost sharing education in 1980s. We can see the effect of SAPs on Tanzanian education in figure 2;



Source: Galabawa 2001

Figure 2 GERs/NERs During SAP- Period

As it is seen in the figure 2 both GER and NER in primary education dropped down as a result of introduction of SAPs policy in education system. That is to say SAPs programmes have negative effect to education in Tanzania.

On the other hand, the increasing pressure of equity and access to education is under equity reform. Its main focus is to help individuals to have equality in terms of educational opportunities as the result, the reform stresses to invest much on low level of education than in a higher level especially in developing countries. The main focus of this study is to investigate the impact of globalization on school leadership role at the low level of education in Tanzania that is to say, in the primary level of education. The fact is, currently, Tanzania has seen the need to enhance educational access and quality in the low level of education for the two main aims. One, to use education as a tool to fight against gender inequality, poverty and diseases such as HIV/AIDS that have been and still scourging the Tanzanian society for a long time (Stromquist, 1999; Bastien, 2005; Mosha & Dachi, 2004). Second, Tanzania use education as an instrument to meet the need and the demand of 21st century (ETP 1995).

3.2 CONCEPTUAL FRAMEWORK

Having discussed the theoretical arguments underlying globalization and its relevancy, in this section, the conceptual framework is presented. This conceptual framework is used as a guide to the understanding of this study. The conceptual framework has five components. These components will be discussed under this conceptual framework.

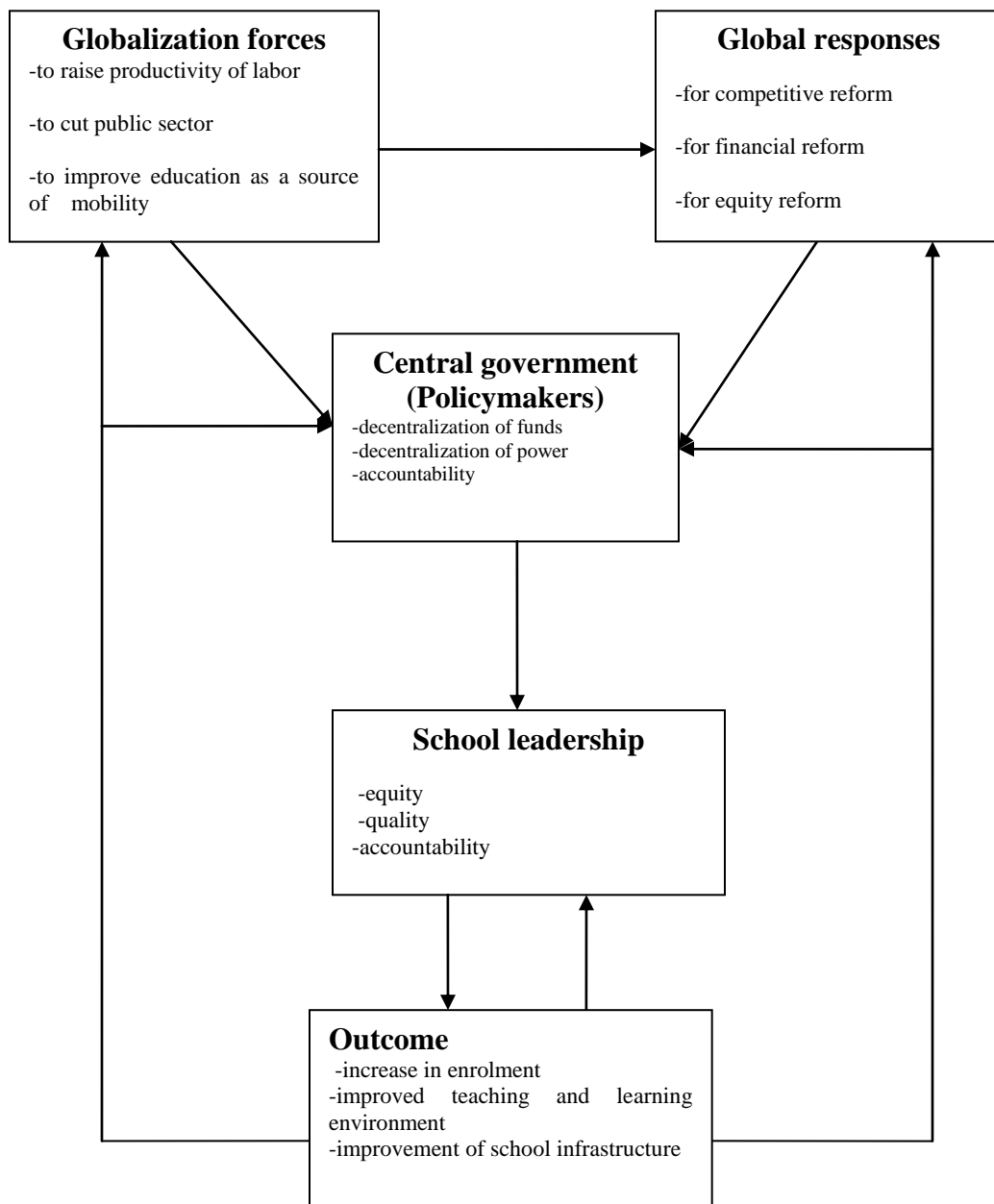


Figure 3: The Conceptual Framework for the Study

3.2.1 Globalization forces and global responses

The main assumption underlying this conceptual framework is that globalization is a powerful force that affects all spheres of human life. Its main agent is knowledge production (Carnoy, 1999; Castells, 1996). Since education is the source of knowledge, then globalization reshape the whole system of education of the specific country so as to meet its demand. As such there are three main globalization forces which aim to; one, raise the productivity of labour, second cut public sector and third to improve education as a source of mobility. Each force of globalization according to Carnoy (1999) has stimulated three main global responses. These are; competitive, financial and equity reforms respectively. According to this model, both Globalization forces and global responses affect policy makers of a specific country. These aspects influence them in their task of policy making and planning about education of their own country.

3.2.2 Central government (The Policy Makers)

The assumption underlying this component is that policy makers are the key actors of the central management. Policymakers are the one who set national educational goals. They also set curriculum, teaching and learning materials; recruiting staffs and set up the management system. Policy makers are the one who underline the structural responsibilities in each level of education system and to evaluate its implementations. The assumption in this study is that Policymakers act as meeting point of forces that affecting education system. The model shows that, policy makers are the one who filter what is happening in the local and in the global. That is to say, they pull together local forces, globalization forces and its global responses into the education system. That is to say, policy makers are the ones who consider what is happening at the local by analyzing the feedback they receive through the established communication network and community involvement. They also consider the global demand and try to map the education system of the country so as to meet the need and the demand of the globalization.

Focusing on the study at hand, model shows that policy makers adapted global policy i.e. decentralization policy and accountability into the national policy and these have direct impacts to school leadership role.

3.2.3 School Leadership

The school leadership is the centre of focus in this study. The study assumed that through implementation of globalization policies, school leadership is subjected to change. It is changing to receive what Tjeldvoll *et al.* (2004:1) considers as “the new managerial responsibilities”. These responsibilities are focused to increase accountability, equity and quality in education. Accountability, equity and quality are the central element of global agenda, because it is through these, the global demands (discussed in 1.7.1 above) will be achieved. The assumption underlined in this study is that school leadership in Tanzania has changed. The change observed is due to the implementation of decentralization of both power and fund to the low levels such as schools. School leadership now has more autonomy over the resources allocated to school than it was before decentralization. It also involves community in all the issues concerning the school improvement. As the communication system between the school and the community has been improved, the school accountability is also improved.

The model assumes that with the implementation of the new managerial responsibilities, the school outcome will also change. According to this model, school leadership will continue to be influenced by; on one hand pressures from the policy makers as a result of global and local pressure and on the other hand the feedback from the outcome from the specific school.

3.2.4 Outcome

This is last component in this model. The assumption underlined here is that if the school leadership has autonomy over the resources allocated to school, then the targeted aim of enhancing equity, access and quality to education is likely to be achieved. As such, automatically enrollment will increase; teaching and learning materials together with the school infrastructure will be improved. The study assumed that in so doing the quality of education will be enhanced to meet the demand of both global and local demands.

3.3 OPERATIONAL DEFINITION OF TERMS

As we attempt to give operational definition of few terms crucial to this study, we find the following question as valid one. Is there a need in this study to define terms which have been defined by various scholars?

In social science in general, terms are elusive. One of the reasons behind this is that terms are defined on the basis of a certain theoretical anchor. In his attempt to define the term culture for example, Mochiwa (2003: 67) has the following to comment “all the attempts made to define the term could not free it from the inclusive character it seems to have. All definition of the terms tends to point to a catch all character, which is not rigorous enough for scientific investigation”. In line with Mochiwa, Dimmock and Walker (2005: 11) reported the same problem when they were trying to conceptualize the same term culture and its related concepts. In wrestling with the term leadership in their work, they have the following to comment on;

“Leadership has proven to be an elusive concept to define. The reason for this elusiveness includes the sheer ubiquitousness of the concept and its multifaceted nature... the consequence of these difficulties is that for a definition to gain even a modicum of agreement, it needs to be generalized and somewhat bland.”

These claims acted as a catalyst in this study to give operational definition of the some crucial terms so as to set us free from illusion.

3.3.1 Conceptualizing School Leadership

This part attempts to conceptualize the term school leadership. In order to be clear with this concept, the study first review in depth the term leadership. It shows its complexity in defining it and the way on one hand related and on the other hand, differentiated with the term management. Thereafter the study shows how the current study perceives school leadership.

3.3.1.1 Defining Leadership

As it has been pointed in some where else in section 3.3, the term leadership has proven to be among the elusive concept to define. Dimock and Walker (2005) give us some of the reasons for its illusiveness. These include the sheer ubiquitousness of the term and its multifaceted nature. They also argue that almost every year there is emergence of scholars arguing for the recognition of another dimension of leadership. To show the extent of the problem, they compare definitions of the term to be almost equal to the number of scholars who have written about it. This situation may lead to the problem of understanding what real leadership mean. Dimock and Walker (2005) also pointed out that the societal culture is one of the elements which have not yet been recognized and it has contributed in adding complication to the concept of leadership. To them, leadership is a socially bounded and constructed process.

Dimmock and Walker (2005), review some of the definitions that have been existed in various literatures. They argue that in most literatures recognize leadership to be an influence process between leaders and followers. Some add that the influence amounts to getting staff to agree to act in a way that they could not otherwise have been inclined to choose. Others see leadership as inspiring performances and achievement among staff that extends beyond what might have been reasonably expected.

Wales (2005) in his study also proves the existence of the problem. He went further step advising that since there is no agreement on what leadership is, then it a good idea to focus on the reflection in individual education systems on what leadership is for, in looking on policy and practice this may tell more about the approach taken by that individual education system. Perhaps Wales want to agree with Dimmok and Walker that leadership is social bounded and thus he see the need to focus on the individual education system.

Having seen that, the working definition in this study is that given by Sergiovanni (2001: ix). He gives us a new way of thinking about leadership as he says, “leadership is about helping people to understand the problems they face, with helping people to get a handle on how to change these problems, and even with the learning how to leave with problem”. He concluded that leadership therefore is a struggle; a quest to do the right thing. The important element noted about leadership therefore is its desire to make change. The reason for considering Sergiovanni’s (2001) in this study is that as we have seen in the statement of the problem, education system reported to be ineffective in the provision of quality, equity and accountability in education. The study assumes therefore, school leadership is facing a number of problems. With the current trends of changes in their roles, this definition in important in managing their schools so as to bring changes in their schools.

3.3.1.2 Leadership and Management

Leadership and management concepts are commonly used terms in the educational context although different authors treat them differently. There are those who view leadership and management as different terms and thus should be treated differently. Bennis and Nanus’s (1985:21) for example argue that “managers are the people who do things right and leaders are

the people who do the right thing”. Again Kousez and Posner (1987) stressed on the same view they argue that when we think of leaders we recall times of turbulence, innovation, conflict and change. When we recall managers we recall times of stability, harmony and maintenance and consistence.

The different between the two concepts can be well illustrated by observing tasks of leaders and the tasks of managers as various scholars such as Kotter, 1990; Egan 1988 and Bliss, *et al.* 1991. The functions of each concept are summed up in the following table as it taken in Babyegeya (2002:202).

Table 1: Management Versus Leadership Functions

Management Functions	Leadership Functions
<u>Kotter (1990)</u> Planning and Budgeting Organizing and staffing Controlling and problem solving Predictability Orders, producing expected results	Establishing direction Aligning people Motivating and inspiring <u>Change</u> Potential for producing effective and constructive change <u>Creating visions</u>
<u>Egan (1988)</u> Setting goals Developing clear framework program Facilitating, execution of work programs Providing feedback, making and monitoring adjustments	Turning vision into workable agendas Communicate agendas so as to generate commitment of others Creating climate of problem solving and learning around the agendas
Rewarding performance	Persisting until targeted agendas are accomplished

Source: Babyegeya (2002:202)

On the other hand there are those who view leadership and management as a language of hierarchy and control (Grace, 1995). Scholars in this group, regard leadership as part of requirement of management. This can be clearly seen in Cuban’s (1988:xx) definition as he

says; “Managing is efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change”

In the light of the above definition, management is given more prominence than leadership. Bush and Middlewood (2005:4) stressed that the two concepts are important in education and that they should be given equal prominence if we want our schools and colleges to operate effectively and to achieve its objectives.

3.3.1.3 School Leadership: Beyond Educational Management

Much of the political, ideological and educational debate today has placed school leadership under scrutiny. Their major concern is what school leadership could and should be (Grace, 1995). Assumptions underlying such debate come from different perspectives.

There are those who seek to challenge theories underlined on the whole system of educational administration. Their main argument is that historically educational administration has been considered, conventionally, through organizational and management (McLean, 1997). The theories and the whole methods of inquiries that have been used to guide the traditional management and organizations were that of naturalistic models in which were structurally based (Burrell *et al*, 1992). The emergence of social theories such as constructivism, feminism, critical theories and postmodernism theories challenged the theory underlined the traditional educational administration (Foster, 1994). Theorists under critical approaches for example, argue that “educational administration have tended to emphasize the control of educational institutions, the critical perspective have tended to suggest that it is leadership that is needed” (Foster. 1994:65). As we have seen in the previous sections of this chapter in this study, the issue of controlling in education is concern with management. The critical perspectives imply that there is a need for the whole traditional administration to re-conceptualize and also to rethink on how educational administrators should be. Such perspective motivated scholars to put much of their eyes on school leadership.

On the other hand, the assumption underlying on school leadership argues that the emergency of legitimating crisis in the world is due to the changes of economy, politics and culture. This crisis

affects the states power and administration (McLean, 1997). In such situation, the nature of educational administration is also changing to respond to the crisis. McLean (1997) also argues that the legitimating crisis among the nations is accelerated by the increase forces of globalization in the twenty first century. The globalization forces have ideological packages which, according to Carnoy (1999), affect the entire education system of state education. These ideologies are the one seems to affect the nature of educational administration when the state implements them. Some of these policies seem to have a direct effect to school leadership. Formally, school leadership was based on the profession and school leaders who were more or less the same as the cultural monitoring of the pedagogical code prescribed from the top in the system. Societies, in such a system were excluded in the school management (Grace, 1995). The contemporary global policies seem to change this system as they empower school and community to make decision about their schools (Bush, 2005; Harris, 2001). Both assumptions underlying school leadership today try to give direction of the new way of thinking about leadership in education. The contemporary school leadership is changing and the way is changing is summarized in Grace (1995:23) that:

The power of school leadership is shifting away from leading professional towards other group, parents, community members, business and religious interest. On the other hand, the weakening and predicted ultimate disappearance of control from the local state, local authority, appears to give head teachers new executive freedom of new form of enterprise and management empowerment.

Having this in mind, this study therefore view school leadership as new power that struggle to go beyond educational management. As such, school leadership struggles to go beyond educational management by combining together management and leadership qualities. School leaders therefore are supposed to have all credits of both managerial as well as leadership. It is from this position therefore, this study consider school leadership as the concept that embrace both management and leadership and hence, goes beyond management.

Given that school leadership goes beyond management, then the study views school leadership role is including planning and setting goals, budgeting for the school, organizing staffing, as well as control and problem solving. Further more school leadership has the role of establishing direction, aligning people and motivating and inspiring them. School leadership intends to

produce effective and constructive change also it struggle to have the ability to put vision into workable agenda. Leadership is needed to create a climate of problem solving and learning ground of the agenda. It must provide feedback to each stakeholder and lastly is needed to persist until all agenda have been accomplished.

3.3.2 Conceptualizing Accountability

Accountability in education is the out-growth of a number of developments. These developments, according to Neave (1998), are growing up from different ideologies. He identified them as follows; conservatives, radical and libertarians. To conservative, accountability represents a means of returning the content of education to well-tried methods and as such, in the form of the “back to basics movement”. Thus the standard of achievement, the content of the school curriculum, the teaching methods in primary school and secondary lay behind this movement. Second ideology is radicals. To this ideology, accountability is looked upon as a means of making school more responsive to disadvantaged groups. These include groups such as the poorer and ethnic minorities. As such, a first and important step is the reallocation of the educational resources from richer to poorer pupils followed by the changes in the goal of schools. The third ideology is the libertarians, this ideology derive its idea from the premises that “deschooling movement” arguing that schooling is an institution and therefore, it is not accountable in the sense that it does not reflect the values in the polity. Rather it is used as an instrument to propagandize and perpetuate particular social class interest at the unwitting expense of the majority.

Accountability therefore, on one hand is seen as the way of restoring the accepted practice on the progressive education. On the other hand, it is regarded as an instrument for forwarding those priorities which earlier were identified with the programmes of positive discrimination and equality of opportunity which is represented in the radical perspectives. Neave (1998) also identified three ways in which accountability may be expressed. One, accountability may be seen as an expression of a breakdown in some consensus about what education ought to do for the individual, for the community and for the nation. Second, accountability can be seen as an expression of a technological-cum-economic out look akin to production control in industry and thus the transportation of new attitudes and practices from the world of business, engineering,

and science into the classroom. Third, accountability is an expression of the education system performance.

The above three expression about accountability is considered in this study. In that case therefore the study will refer the established guidelines such as curricular guide, pedagogical guidance, clear legal guidance and reporting mechanism from top- down and bottom-up system as network that ensure school accountability. School accountability ensured when there is effective communication network. Thus, school is accountable to the government, donors and owners of the school who have invested in schools as well as the community.

3.4 EDUCATIONAL LEADERSHIP TYPOLOGIES

There are enormous literatures on educational leadership today. Since these literatures are written by different scholars, they are influenced by contexts as well as schools of thought. As such schoolars have generated a number of alternative and competing models educational leadership. Many scholars have put their effort to analyzing them into a broad number of themes or typologies.

The famous scholar that has put his efforts is Leithwood *et al* (1999). After scrutinization of 121 articles from leadership journals, they developed 6 typologies of educational leadership. Bush and Glatter (2002) extended to 8 typologies. Furthermore, Bush (2003) added one more typology and latest in 2005, Woods added another one typology and that makes to have 10 typologies of school leadership. The chronological increase of leadership typologies may reflect what Wales (2004) refers to as “the increased focus on leadership in the recent years”.

Based on these authors, this study has listed 10 models of educational leadership with brief explanation of each model.

Table 2: Educational leadership typologies

Instructional Leadership → considers teaching and learning as focus of leaders. Attention directs influence via teachers to student's growth.
Transformational Leadership → drives leaders' efforts to gaining commitment and elevating capacities of staff in realizing school goals. It focuses on the promotion of collective vision and shared values.
Moral Leadership →features the values and beliefs of school leaders and emphasizes purpose building and embodiment in school structures and daily operations.
Participative Leadership → proposes school leadership distribution in terms of democratic decision-making process and empowerment of wide range stakeholders.
Managerial Leadership → assumes that schools are rationally structured hierarchical organizations and focuses on supervision and control of functions, tasks and behaviors within schools.
Post-modern Leadership → stresses the centrality of multiple individual interpretations of school staff in terms of school visions, goals, policies, strategies and so on.
Interpersonal Leadership → attaches importance to school leaders' relationship with teachers, students and other stakeholder and advocates establishing collaboration through interpersonal skills.
Contingent Leadership → stresses reflexive adaptation of leaders' response to the uniqueness of school contexts and problems.
Transactional Leadership →regards schools as political arenas with competing interest groups and leader-staff relationships as exchange of valued resources for potential interest gains.
Democratic Leadership → it concern with enabling people to share power by dispersing leadership and diminishing hierarchy, share hope by extending opportunities to realize humanistic potential and share the fruits of society through distribution of resources and cultural respect.

Source: Summarized from Bush (2003) and Woods (2005)

It is important to remember that although efforts were and still are made to develop these typologies, but scholars agree that there is no school leadership could be attributed to only one

type of typologies. The typologies are there to help us to understand educational leadership and school leadership.

3.5 THE RELEVANCE OF IDENTIFIED TERMS AND TYPOLOGIES TO THE RESEARCH QUESTIONS AND TANZANIAN CONTEXT

In section 3.3.1 we have discussed the way the current school leadership has changed. We presented strongly that school leadership goes beyond management as it combines both leadership and management roles. As such the role of school leadership seem to increase both power and responsibility. The current introduction of decentralization policy in Tanzanian education system seems to transform the former roles of school leadership. In relation to the research questions of this study therefore we intended to understand the current school leadership roles in Tanzania. The study intends to investigate whether the roles have changed as to meet the current roles of school leadership we have claimed to go beyond management. Thus we also investigate mechanisms used to accommodate changes, its challenges observed and opportunity available for the new school leadership roles in Tanzanian context.

We have discussed much about accountability in section 3.3.2. One of the reasons of considering accountability concept in this study is that accountability has taken as among the global agenda today. It is believed that by strengthen accountability in states education it will help to improve educational quality, equality and efficiency in states' education systems. In relation to Tanzanian context, as we have mentioned some where else in chapter one, Tanzanian education system reported to have poor reporting and adequate planning mechanisms (Kiwia 1994). This situation shows that accountability in this system was also poor. The study assumes that by the current influence of globalization forces, accountability in Tanzanian education system is also improved. In relation to the research questions of this study, we consider accountability as among the opportunities available for the current school leadership. This study therefore is wondering whether the three expressions discussed in section 3.3.2 match with those observed from the data collected.

On the other hand, the typologies identified on section 3.4 are basically rooted from different ideologies. As we have already mentioned, that there is no school leadership that follows only one typology, rather when some certain characteristics override the others then we can categorize

such leadership in that group. In Tanzanian context for example, the current changes on school leadership roles assumed to have changed to allow more new stakeholders to participate in education. The findings therefore hoped to illuminate information on the nature of typology that might have been reflected in Tanzania.

3.6 SUMMARY

In this chapter, we have discussed the conceptual framework and relevant terms underlying the study. It is good to note that globalization arguments raised in part one are relevant to the study as they help to explain the way current education reforms in various countries are, to a great extent, influenced by globalization forces. In this section, the summary and the essence of each part is given.

The essence of the arguments discussed in part one laid the basis for the conceptual framework of this study. It is revealed that globalization forces calls upon global responses which are the ones that motivate educational reforms in various states. As such they directly affect policymakers whose their major roles are to plan and manage education. As the policymakers accommodate these global reforms in education, we find that some affects school leadership roles.

In part three of this chapter, we have discussed some of the crucial term in this study. The reason was that some of the terms are illusive in nature. As such, we need to show what they mean in the present study.

In part four the study briefly reviewed leadership typologies. The main reason of this part is to try to show the way leadership can be centered in different ideologies. This part is very important to this study as in the analysis and discussion of the findings of this study may show which patterns the school leadership in Tanzania reflects more.

Part five discussed the relevance of the identified terms in section 3.3 and the typologies identified in section 3.4 to the Tanzanian context and the research questions.

CHAPTER FOUR: RESEARCH METHODOLOGY

4.0 INTRODUCTION

This chapter deals with the research methodology. It presents the picture of how this study was conducted. The chapter starts by presenting the research strategies and the reasons for their choice, data collection procedure and research methods, interview guide and its administration followed by administration of questionnaires. Other issues discussed in this study include the study area, population, sample and its characteristics followed by sampling techniques. Validity and reliability of the instruments and ethical issues are given in the last two sections.

4.1 RESEARCH STRATEGIES AND REASONS FOR THEIR CHOICE

This study was a *multi-strategy research*. The term *multi-strategy research* first used in Layder (1993) and later by Bryman (2004) to refer to a research that use both qualitative and quantitative approaches in a single research (Bryman, 2004:452). The study is aware of the on going controversial arguments against the use of *multi-strategy research* in a single study. Most of the arguments against *multi-strategy research* are based on the idea that all research methods carry epistemological commitments. Other arguments based on the idea that the two approaches are separate paradigms and hence can not be combined (Bryman 2004). Even though, this study still finds it important to use *multi-strategy research*.

The use of *multi-strategy* in this study was decided based on the truth that both approaches can be used to facilitate each other. For example, as Bryman (2004) noted that one main way in which quantitative facilitates qualitative research is that, quantitative approach helps in the selection of interviewees. Quantitative method therefore used in the selection of sample used in this study.

The second reason for using *multi-strategy research* in this study is concerning with the issue of generality of the results. Various authors agree that qualitative approach is suitable in evaluating the program because it tells the program's story by capturing and communicating the participants' stories. Furthermore, the qualitative approach is suitable in the collection of in-depth information something which quantitative approach lacks (Patton, 2002; Cozby 2007). In contrast to that, the method has been blamed for lack of generality (Bryman 2004). In

considering the nature of the topic, that is to say this study concern mainly with implementation of globalization policy and the effect of its implementation on school leadership role in Tanzanian education. In order to capture the story about the impact of implementation, qualitative method applied in this research. On the other hand since it was difficulty to interview many respondents, the researcher added questionnaire so as to help to get views from many respondents. The use of questionnaire therefore helps to generalize the findings. As the information collected through questionnaire presented quantitatively, they are interpreted qualitatively. Either quantitative data used in this study to add more information on the themes derived from qualitative data analysis hence generalization of findings and the notion of complimenting each other enhanced.

The third reason of using *multi- strategy research* in this study is to assert the idea of triangulation. As Bryman (2004:454) insisting that in *multi-strategy research* approach, “the results of an investigation with one research strategy are cross-checked against the results of using a method associated with the other research strategy”. The study therefore, cross-checked the data collected from one research approach against the other research approach so as to enhance the validity and reliability of the data collected.

Basing on the reasons explained above, the study preferred the *multi-strategy research* approach to examine the impact of globalization forces on school leadership roles in Tanzania.

In the following section, the study presents the data collection procedure following with the data collection techniques.

4.2 DATA COLLECTION PROCEDURE

The whole exercise of collecting data for this study was done during my field work in Tanzania which was in the middle of June and middle of August 2007. As a procedure, first I reported to the Ministry of Education and Vocational Training (MoEVT). There, the introductory letter from the University of Oslo was presented together with my letter of informed consent. At the MoEVT I got the permission for collecting data from the policy makers. I did the same to the regional, districts, schools and to the colleges such as Marangu teachers college and in the Institute of Educational Management (ADEM).

In order to collect in-depth and detailed data, as well as to be able to generalize the information, the study used triangulation method as it has been pointed out above. The research techniques such as interview, observation, documentary review and questionnaires were used. I interviewed some policy makers in the Ministry of Education, Educational officials and some trainers. Also interview session conducted with some head teachers from the selected primary schools. Questionnaire used to collect information from a wide range. Apart from that, documentary review as a source of data was also used to collect information related to this topic from various documents. Observation method was used in this study as it enabled the researcher to collect information in a natural setting. The method was useful when applied to the schools and districts visited.

The following table 3, tries to show the coherence between research objectives, the type of data needed, the source, and the method of data collection needed as well as the instrument used to get the data.

Table 3: The coherence between research objective, type of data needed, Methods of data collection and the instrument used for data collection.

Objective	Type of data	Source of data	Methods of data collection	Instrument
To examine the current changes of school leadership role in Tanzania	secondary primary	Documents respondent	Documentary review Interview questionnaire	Document analysis Interview guide Structured questionnaire
To investigate mechanisms used to embrace/accommodate changes in school leadership roles in Tanzania.	secondary primary	Documents respondent	Documentary review Interview Observation questionnaire	Document analysis Interview guide Researcher as observer questionnaire
To find out challenges faced and opportunities available for school leadership role in the provision of Primary Education in Tanzania	secondary primary	Documents respondent	Documentary review Interview questionnaire observation	Document analysis Interview guide Questionnaire Researcher as observer

Note: Each of the research methods in table 3 is clearly explained below

4.2.1 Interview Method

Cohen *et al.* (2000:269) define ‘research interview’ as “a two person conversation initiated by the interviewer for the purpose of obtaining research relevant information, and focused by him [sic] on content specified by the research objectives of systematic description, prediction or explanation”. This definition is also used in Cannel and Kahn (1968). In addition to Cohen *et al.*, Patton (2002) view interview as a method that enable the researcher to find out those things that we can not directly observe such as feelings, thinking and the way the interviewee view their world.

In order to gather the relevant and detailed data from the interviewees and in different places, the interview guide prepared to each area. The reasons lead me to prepare the interview guide was that I wanted the conversations in the interview to be covered by the topic and issues related to my research objectives. Thus through that guide, I managed to put all the issues in form of outlined questions and in a sequence as it is seen in the attachment (see appendices at the end). Another reason of using interview guide coincided with Patton (2002) that it helped me to use purposeful sampling and the snowball method in the selection of respondents. The main focus was to make sure that I collect deep and thick information for the study as much as possible.

The study therefore, used interview to gather information from policy makers at MoVET, the regional and district educational officials in Kilimanjaro, trainers and providers of school leadership training programmes as well as from the head teachers.

4.2.2 Documentary Review Method

The documentary review method includes the use of the existing secondary information that have been written or collected for similar or related to the issue in this study. The documentary method, as Bryman (2005) noted, covers a very range of different kinds of sources and thus it allows researchers to collect interesting information about the study.

Since documentary method covers a very wide range of different sources, this study reflected only on written documents. The type of written documents which used in this study included official documents and studies related to this research. Some of these studies were in form of written articles in journals, reports, papers, books and dissertations

As Cozby (2007) pointed out that the use of secondary data allows researchers to study interesting questions which could not be studied in any way. He also added that the secondary data can be valuable supplement to more traditional data collection methods. In the light of Cozby (2007), the study intended to investigate the way school leadership roles have been affected by the global forces in Tanzanian educational system. As such in tracing such impact, the review of the existing documents is very important.

In the light of the above, the extra effort was made to find out various educational documents that are relevant to this study. The documents reviewed in this study therefore, range from Tanzania national documents, such as the ETP 1995, various reports such as the national monitoring reports of 2004, educational plans such as Primary Educational Development Plan of 2001 and its evaluation reports just to mention a few. Apart from National documents, the study makes the use of various documents and literatures related to the topic at hand. This was and still is due to the fact that these global forces as Carnoy (1999) argues, are affecting education system all over the world. Hence, with the help of various sources such as the University of Oslo library, Bibsys, and Eric, I managed to get related and relevance literatures from various book, Journals, reports, dissertations and papers which have been very useful in this study.

4.2.3 Questionnaire: The Quantitative Method

Questionnaire was used in this study due to the following reasons. First, is focusing on the nature of the study which covers wide range i.e. from the policy to the implementation of the policy. I found that it will be difficult to draw conclusion basing to the interviews and the existing literature alone. As such, the questionnaire added to help not only to fulfill the task of data collection in a less cost, but also they helped to elicit respondents' view from a wider range of school head teachers more than it might be utilized in other methods used in this study. Second, as Bryman (2004) argues is that questionnaire also helped to enhance comparability of answers and reduce variability, the use of questionnaire in this study enabled me to make generality of results found in this study. They also used as way to enhance reliability and validity as the data collected was also crosschecked with the data from other research methods.

The questionnaire used in this study composed of both close and open ended questions. The closed questions prescribed a range of response from which a respondent was supposed to choose. Since close ended do not allow the room for respondent to air their views, I decided therefore to add some open ended questions. These questions enabled head teachers to respond to the question by using their own views, feelings and opinion concerning what they were asked.

The analyses of the quantitative data in this study utilized SPSS version. Therefore simple descriptive statistics were calculated to summarize the findings. The findings from this method interpreted qualitatively and also used to supplement some qualitative claims drawn from the data collected using qualitative methods.

4.2.4 Observation Method

Cohen *et al.* (2000) contend that recording of observation is a frequent of concerned to researchers. He also added that observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations. Patton (2002) also added that observational helped researcher to have opportunity to look at what is taking place in *situ* rather than at second hand.

Observational method in this study helped me to understand the context in which the policy and the programmes initiated implemented especially at school level. As a researcher therefore, I had the opportunity to observe school infrastructures, school maintenance, teaching and learning materials, various posters at schools. Observation of all these showed me a lot of information about the purpose of this study.

Observational methods also used to observe some reports and documents at districts, regional and also at the MoEVT. All these helped to gain insight of the situation in relation to the topic of the study.

4.3 THE INTERVIEW GUIDE AND ITS ADMINISTRATION

In supporting the use of interview guide, Patton (2002) noted that, interview guide lists the questions or issues that are to be explored in the course of interview. Interview guide therefore was prepared so as to ensure that the same basic lines of inquiry are pursued with each person

interviewed. He also added that “interview guide provides topics or subject areas within which the interviewer is free to explore, probe and ask questions that will elucidate and illuminate that particular subject”(Patton, 2002:345).

In line with what explained above, it is obviously that there are advantages of having interview guide. These include the fact that by knowing the particular area as well as what to ask, it helps the researcher to decide how best to use the limited time available in an interview session. That is to say the interview guide helps to save time. Another advantage of interview guide is that it helps to interviewing a number of different people in a more systematic and comprehensive way by delimiting in advance the issue to be explored. This also helps the researcher to see the logical coherence of the data collected.

Having that in mind what has been highlighted above together with the objective of this study, I have mentioned some where else in section 4.1 that I have decided to use multiple methods of data collection in other words triangulation. Even though, interview method considered to be the major one. Knowing that there are various types of interview such as face to face interview, telephone interview to mention just a few, this study therefore selected face to face interview. In that case I prepared interview guide for face to face interview.

Before I went to the field, I prepared four interview guides. One guide was for educational official at MoVET, the one whom I considered as one of the policy makers. The second guide was for educational officials. This included regional and district educational officials. The educational officials included in this study because they are very important as they are intermediate between the ministry and schools. In that case they are the ones who receive directives from the central government and to make sure that they are implemented. The third interview guide was designed for head teachers in Kilimanjaro. Head teachers were the main focus of the study as the study investigates their roles and the ways have been changed due to the effect of globalization. The forth interview guide was for the trainers and training providers who involved in the training of school leadership programmes.

All of the interview guides except the forth one as they are listed above, were divided into four sub- sections. Section one demanded the personal background of the interviewee. The main reason for adding this section is that knowing the background of the person whom gives the information, especially in qualitative, helps researcher in data analysis.

The other three sub-sections focused on the objectives of this study whereby section two concerned with the nature of school leadership, section three dealt with the mechanisms used to embrace changes and the last section concerned with the opportunities and challenges obtained due to the effect of globalization. The interview guide for the leadership trainers and providers divided into two main sections. Section one needed historical background of the interviewee while section two concerned with the training of school leaders.

In the administration of interview, all interview administered in the interviewee's offices during working hours. The language used for the interview was Kiswahili. Kiswahili was used because is the national language and that since researcher and interviewees are all fluent in Kiswahili than it is in English. I found that Kiswahili would open more freedom for the respondents to air their views and opinion about the study. Thereafter, I translated into English during data analysis.

In recording information, I used note- taking together with MP3 for recording. The two methods helped me to make sure that every thing discussed has been taken.

4.4 ADMINISTRATION OF QUESTIONNAIRES

As it was in the case of interview, the language used in the questionnaire was Kiswahili. The reason was that I wanted the respondent to give the valuable information for the study. In that case I find that using the language that is familiar to the respondent could help to collect information more than using a foreign language.

Questionnaires were administered to the head teachers in both Moshi Rural and Urban districts. By considering random sampling method, all the school leaders had the chance to fill questionnaires. In order to get head teachers to fill the questionnaires, first I reported to the district offices to ask assistance on how I can manage to get my questionnaires to be filled. At

the Moshi municipal office, I was told to go back two days after the day I reported as there was a workshop for all municipal head teachers. I went there after two days as they advised me and all the entire questionnaires for the municipal distributed to the head teachers and they were all filled out. At Moshi rural district, I was told that in every Friday school leaders bring school report to the district. Therefore they advised me to give the entire questionnaires to the person who receives report. On that Friday all questionnaires were filed out in Moshi Rural also.

The questionnaire administered in this study was divided in three parts. Section one tried to obtain information about historical background of the respondent. Section two needed information concerning school leadership responsibilities. Section three included closed and open ended questions. The questions in this section intended to get views from head teachers what are the challenges and opportunities for the current school leadership.

4.5 STUDY AREA

Kilimanjaro and Dar es Salaam regions were selected as areas of study. The Kilimanjaro region has been selected because it has been reported to be among the best regions which have made successful progress in the provision of primary and secondary education in Tanzania. My intention therefore, was to investigate the way school leadership in Kilimanjaro has changed as a result of globalization forces. Dar es Salaam region was also selected as an area of study because Dar es Salaam city is a center for many activities in Tanzania. As such, all ministries including MoVET are located at this city. Since policy makers are found in MoVET which is located in this city, Dar es Salaam in that case is included as an area of study. Other important area for this study such as the University of Dar es Salaam and the Open University of Tanzania head quarter is also located in Dar es Salaam. However, the Institute of Educational Management (ADEM) which is among the providers for school leadership training is located in Bagamoyo which is very near to Dar es Salaam. All of the above mentioned areas constituted valuable information for the study.

4.6 POPULATION, SAMPLE AND ITS CHARACTERISTICS AND SAMPLING TECHNIQUES

4.6.1 The Population of the Study

The quality of data depends much on the quality of the population in which the sample will be drawn. Population therefore is the universe unity from which the sample is to be selected while the sample is the segment that is selected for investigation (Bryman 2004). It can be only possible to assess how is virtually representative sample it is, only if the identification of the total population is done prior to the sample (Cohen *et al.* 2007).

As it is stated before that this study investigate the effect of globalization forces on school leadership roles in Tanzania, the population of this study is subjected to this purpose. In that reason therefore, the population for this study was all policy makers in the ministry of education and vocational training, regional and district/ municipal educational officials, the trainers and providers of school leadership training program and all primary head teachers in Tanzania.

Since it was impossible and uneconomical to study the whole population, a sample was carefully chosen from the targeted population as it is shown in the following section.

4.6.2 Sample and Sample Characteristics

As we endeavor to extract the actual sample used in this study, it is good to understand that the selection of the sample used in this study depended heavily on the sampling techniques that discussed in the following sections. Even though, the selection of the sample considers the existing cultural and economic diversity that exists between rural and urban areas especially in developing countries. Knowing that these variations may affect the validity of data collected, this study tried to reduce this effect by selecting equal participants from both rural and urban area in Kilimanjaro as it is shown in table 4.

Apart from effect of cultural and economic diversity, the study was also aware of variables such as gender, working experience, the level of education as well as working position as they may affect the study results. In that reason therefore, the characteristics of sample used in this study is discussed in this preceding section. This is because the study assumed that to a large extent, the findings of this study in chapter 5 might be affected by some of these variables. The discussion

and interpretation of the findings will also put into consideration of these variables. It is from that ground the study added table 5 to show characteristics of the respondents in terms of working position, working experience, level of education and gender. The sample used in this study therefore is presented in table 4 while its characteristics presented in table 5. The sample characteristics are given under the two tables.

Table 4: The sample of the study by study area and gender

No.	Area of data collection	Female	Male	Total
1.	Policy makers from MoVET- Dar es salaam	02	01	03
2.	Educational officer at regional Office- Kilimanjaro	00	01	01
3.	Educational officer at Moshi municipality	01	00	01
4.	Educational officer at Moshi rural district	00	01	01
5.	Educational Trainers at Moshi Rural district	00	01	01
6.	Educational Trainers at MoVET- Dar es salaam	00	01	01
7.	Educational Trainers at Moshi Municipality	00	01	01
8.	Educational Trainers at Marangu Teacher College	01	01	02
9.	The trainers of the trainee at ADEM- Bagamoyo	00	02	02
10.	Head teachers in Moshi Rural	06	09	15
11.	Head teachers in Moshi Municipality	06	08	14
	Total sample	16	27	43

Table 5: Representation of the respondents by working position, gender, working experience and academic qualification

Working position	Gender			Academic qualification			Working experience		%
	Female	Male	Total	certificate	diploma	Degree>	-4	4+	
MoVET	02	01	03	--	--	03	--	03	7%
TMoVET	--	01	01	--	--	01	--	01	2%
TADEM	--	02	02	--	--	02	--	02	5%
CTM	01	01	02	--	01	01	--	02	5%
REO	--	01	01	--	--	01	--	01	2%
WT	--	02	02	--	02	--	--	02	5%
DMEO	01	01	02	--	02	--	--	02	5%
HTS	12	18	30	29	01	--	02	28	69%
TOTAL	16	27	43	29	06	07	02	41	100%
%	37%	63%	100%	67%	14%	16%	5%	95%	

NOTE: MoVET: Ministry of Vocational and Education Training
TADEM: The trainers of trainee at ADEM
TMoVET: The top in-charge workshop Training
CTM: The Course trainers at Marangu teachers training college
REO: The Regional Education Officers
WT: Workshop Trainers
DMEO: The Districts and Municipals Education Officers
HTS: The School Head teachers

At this juncture the study has indicated the sample size of 43 respondents as can be seen in table 4 above. In this table, the study areas together with gender are also presented. On the other hand, the characteristic of the sample is given in table 5. By examining the sample size in table 5, we can discuss the characteristics of the sample used in this study. In terms of gender, there is gender imbalance. As we can see in table 5, male gender comprises 63% of the sample while female gender comprise of only 37%. This situation has not accidentally happened. It reflects gender inequality that exists in Tanzanian education system. In their studies, Shemgulu 2006; Bendera, 1999; Creighton & Omari 2000 have commented on this issue of gender inequality in

Tanzanian education system. Since this study deals with school leadership, gender issue is out of the focus.

Another thing we can note from the sample in table 5 is that apart from having gender imbalance in educational management in Tanzania, the number of female become fewer as the level of education goes high and this affects their position in the set up. In this sample we find that out of 43 respondents, only 2 female which comprise only 5% of the total sample have degrees. The sample also shows that 12 out of 16 of females involved in this study are school head teachers. This comprises 75% of the female respondent involved in this study. In term of rank therefore, female gender found in the lower rank compared to male gender and this much clearly with the level of education which is a certificate. This also gives a clue that the gap of gender inequality increase as level of education increase. As we have noted before our focus here is to understand the characteristics of the sample used in this study thus we will not go deep on gender issues.

Another characteristics observed in this sample is that in terms of position we find that the sample cuts across all level of education system in Tanzania. The sample included policy makers from MoVET, regional and district educational officials, head teachers, teacher training instructors and training providers from the Institute of Educational Management College in ADEM. The main purpose for including all these levels was that this topic is very sensitive and complex one. As such we wanted to hear the views from the education system as whole about the issue in the study. We wanted to trace the global influence on school leadership from the policy level to the practical level. In so doing we thought that the findings of this study will be valid and reliable.

4.6.3 Sampling Techniques

4.6.3.1 Purposive Sampling

Cohen *et al.* (2007) observe that purposive sampling is a technique which enables the researcher to pick the case to be included in the sample on the possession of particular characteristics being sought. In the light of Cohen, the study included in the sample the regional and district officials in Kilimanjaro and policy makers and educational officials and trainers who had in-depth

knowledge about the issue under study only. In so doing the technique enabled to collect rich and in-depth information related to this topic especially by using interview instrument.

4.6.3.2 Snowball Sampling

The Snowball technique is a non probability sample in which the researcher makes initial contacts with a small group of people who are relevant to the research topic and then uses these contacts to establish contacts with others (Bryman 2004). The method therefore is a chain of information as it helps to locate the rich key informants.

With the help of snowball technique, I managed to identify the key providers and trainers for school leadership training programmes. There after, I conducted interview session with them. That is to say, the snowball technique in one way used to accomplish the interview method.

4.6.3.3 Simple Random Sampling

Bryman (2004) noted that simple random sampling is the most basic form of probability sample in which each member has equal chance to be included in the sample. With random sampling therefore there is no opportunity for human bias that can manifest itself. The selection of whom to be in the sample is entirely mechanical. Further more Patton (2002) noted that, the power of random sampling derived from statistical probability theory and thus it permits confidence generalization from the sample to the larger population it represents. The simple random sampling was used to select head teachers to fill the questionnaires.

4.7 VALIDITY AND RELIABILITY OF INSTRUMENTS

Cohen *et al.* (2007) argue that both validity and reliability can be applied in qualitative research though the way it is addressed differs from that of quantitative one. Cohen *et al.* (2007) further argues that reliability is necessary precondition for validity but validity may not be a necessary condition for reliability. Since reliability and validity is associated to quantitative approach, Guba and Lincoln (1994) suggest ways of establishing validity and reliability in qualitative research by using criteria of truthworthiness.

To Guba and Lincoln (1994), truthworthiness is composed of sub-elements which ensure both validity and reliability. These include one, credibility which is equal to internal validity. Credibility seeks to find the accuracy of the data and acceptability of the study. To ensure this,

the study used the triangulation method as it is explained in section 3.2 above. The triangulation method seeks to combine methods or data by including using of both qualitative and quantitative approaches (Patton 2002:247). In that case the study crosschecked the data against each method before interpreted in so doing, the data collected gained credibility.

The second criterion is dependability. Bryman (2004) equalize this notion with reliability which focus the degree of accuracy. To meet this criterion, the study used two methods to ensure the accuracy of research instruments. These include; establishing constructive discussions with my fellow students and my supervisor on the accuracy of the research instruments that were used in data collection. I also conducted a pilot study before going to the field so as to measure the accuracy of the instruments.

The third criterion is the transferability. Bryman (2004) equalizes this with the external validity. Cohen *et al.* (2007) refers the external validity as the degree to which results can be generalized to the wider population. Various scholars agree that qualitative research is based on small sample and sometime in a single case, hence, it has been criticized for weak generalization (Bryman 2004; Borg & Gall 1989). However, qualitative research can be generalized if the study will enrich the description of the contexts. This will produce a database for marking judgments about the possible transferability. Having this in mind, I prepared the interview guide which helped to make sure that the information collected enriches the study as much as possible. Furthermore, questionnaires added in this study to collect information in a wide area. This made possible for the study to make generalization of the findings.

4. 8 ETHICAL ISSUES

Cohen *et al.* (2007) remind educational researchers that each stage of research might raise the issue of ethics. The reason for the situation is pointed by Bush (2002) that carrying out educational research, involves in dialogues that is informed by the social moral frameworks, whether codifying or not, as well as by their own moral predictions and views. In implementing such research involving avoiding contravening the right of participants involved. Having this in mind the study addressed the following.

4.8.1 Informed consent

This is the procedure in which individual choose whether to participate in an investigation after being informed of the fact that it would be likely to influence their decision (Cohen *et al.* 2007).

To ensure the informed consent, the study followed informed consent guideline developed by the US department of health, education and welfare *et al.* 1971 as they are prescribed in Cohen *et al.* (2007:53). These include the following; first, a fair explanation of the procedures to be followed and purposes. Second, a description of the attendant discomforts and risks reasonably to be expected. Third is a description of the benefits reasonably to be expected. Forth is a disclosure of appropriate alternative procedures that might be advantageous to the participants. Five, an offer to answer inquiries concerning to the procedures. And six, an instruction that the person is free to withdraw consent and to discontinue in the participation of the project/research at any time without prejudice to participant. The letter of informed consent established based on the above criteria.

4.8.2 Anonymity and Confidentiality

To make sure confidentiality is maintained, as a researcher I ensured the respondents that there is no one will have access to the data collected. Also I discouraged the use of names especially in questionnaire during the data collection. In the questionnaires I used codes instead of names. To the interviewee, I first promised the confidentiality before I started to interview them.

In ensuring anonymity and confidentiality, I concur with Cohen *et al* (2000) that although as a researcher I can know who has provided the information or able to identify participants from the information given, the study made no connection getting them to be known publicly; the boundaries of surrounding the shared secret was and still is, protected. The study therefore tried at its level best to keep faith with those who have helped to get the relevant information to this study.

CHAPTER FIVE: DATA PRESENTATION

5.1 INTRODUCTION

As we present the data in this chapter, one can remember that school leadership role in Tanzania as it is in many states, is subjected to change as a result of the impact of globalization forces. These changes created the need to ‘download’ new managerial responsibilities to school leadership. Three areas are investigated in this study. These include; one, the nature of the current school leadership role. The intention is to see how these trends of globalization forces have influenced changes on school leadership role. Second, as a continuation of the first objective, the study investigates mechanisms used by the government to accommodate changes on school leadership and three, the study tries to investigate challenges and opportunities that can be observed and utilized associated by the effect of globalization forces on school leadership.

This chapter presents the analysis of findings basing on the three objectives indicated above. That is to say; each objective identified in chapter one section 1.3 can stand; and/or generate sub themes under each. Although the study combined both qualitative and quantitative data, the analysis of data is based on qualitative. The quantitative data collected through questionnaire analyzed using SPSS data analysis method. The information from this data is used to support qualitative arguments raised from qualitative data.

Before presenting the data, let us remind three assumptions underlined globalization as they are the basis of understanding our conceptual framework. One, globalization continues to affect economy of each state and that each state recognizes education as a means to global challenges (Carnoy, 1999; Castells, 1996). Second, competitive, financing and equity reforms are global reforms that seek to respond to the globalization demands. These reforms transform education of each state as they are adopted and accommodated in education policy although each nation responds to the globalization in a unique way (Carnoy 1999). Third, some of these globalization forces have great impact on school leadership role.

5.2 THE CURRENT SCHOOL LEADERSHIP ROLE IN TANZANIA

This section presents the findings based on the first research objective. The objective strived to understand the status of the current school leadership role in Tanzania. The guiding question to

this objective was *what is the current school leadership role in Tanzania?* The data covered in this section collected from interview, and documents. The findings show that the current school leadership role has changed and the changes have increased more roles and power to head teachers. It also increased community participation to school leadership through the use of school committee.

5.2.1 An Increase of the Head Teacher's Roles and Power

The analysis of data revealed that the current school leadership role in Tanzania has changed. All respondents, admitted that head teacher's roles have increased responsibilities than it was before as one educational official disclosed the following;

“Kwa kweli majukumu ya uongozi wa shule yamebadilika. Hasa baada ya kutangazwa kwa mpamgo wa MEM. Lengo la mpango huu ni kuzifanya shule ziwe mali ya jamii. Hali hii imefanya majukumu ya mwalimu mkuu kuongezeka mara dufu. Madhalan mwalimu mkuu kwa sasa ana majukumu yafuatayo; kusimamia ufundishaji, kutatua matatizo ya walimu pale yanapotokea, Kusimamia ununuzi wa vifaa vya shule, mkandarasi wa shule, kutoa takwimu na ripoti ya shule kwa wadau husika; pia ni kiungo kati ya shule na jamii na pia kuhakikisha mazingira ya shule yanaboreshwa”.

The author's translation

“To be frank, the school leadership roles have been changed especially after the introduction of PEDP. The programme aimed at making schools to belong to the community. In so doing, the responsibilities of head teachers have doubled. The head teacher for example, now is responsible for; supervising teaching and learning, to solve teachers' problems whenever happen at school, procurement of school equipments. Head teachers are also act as a contractor for school buildings and school improvement, has to report about school progress to the stakeholders; also s/he is a link between school and community. Furthermore, head teacher is responsible for improvement of the school environment”.

In line with the educational official, one of the interviewed head teacher commented that school leadership role has changed and it has added more responsibility to them as she remarked;

“Majukumu ya mwalimu mkuu kwa sasa ni mengi sana. Kwanza natakiwa nilenge taaluma nihakikishe kuwa iko juu. Majukumu mengine ni kusimamia ujenzi, uboreshaji wa mazingira ya shule, ununuzi wa vifaa vyote vya shule na kuweka mipango ya maendeleo ya shule. Yaani shughuli zote zinazo husu shule zinafanyika hapa shuleni na taarifa zote zinatimwa kwa ngazi zinazo husika kuanzia kwa mratibu kisha anazitimwa wilayani nao wanafanya hivyo hivyo hadi wizarani”.

The author's translation

"The current school leadership roles have increased a lot. First of all, as a head I am supposed to make sure that the academic standard is high. Other responsibilities is to supervise school construction, to improve school climate, to make school procurement and to set school development plan; in short every thing is done at school now and what we do is to send report to the responsible level trough the established reporting channel starting at the ward level to the district up to the ministry of education.

According to these two respondents the current school leadership has increased roles and power. That is to say, their responsibilities have increased than it was before. This view was also portrayed by all the interviewed school leaders, educational officials, policy makers and the providers of workshop and courses for school leadership.

5.2.2 Community Participation

The findings show that the current school leadership seems to involve community participation through the use of school committee, teachers and students. As one of the interviewed head teacher said;

"Mimi kama mwalimu mkuu nafanya kazi zote na kamati za shule pia nawatumia walimu na wanafunzi hasa katika kushirikisha jamii katika shughuli zote zinazohusu shule. Hasa matumizi ya ruzuku na michango yao"

The author's translation

"As the head teacher I work hand in hand with school committee and I also make the use of teachers and students to make sure that the community is well involved in all school activities. And especially, they are supposed to know the breakdown and uses of grants and the money they have contributed to school".

The data above is also supported by another head teacher as she asserted

"...Pamoja na hayo mimi siruhusiwi kufanya chochote bila kushirikisha kamati ya shule. Kamati nayo inahakikisha kuwa wanachi nao wanashirikishwa. Hata kama serikali inatoa fungu la pesa lakini pia wananchi nao wanachangia. Hivi vyote vimeongeza sana majukumu ya mwalimu mkuu. Huko nyuma mwalimu mkuu hakuwa na kazi nzito hivi kwani serikali ndiyo ilikuwa inahuska na kila kitu".

The author's translation

“...Apart from that, in the current school leadership, I am not allowed to do anything that concerning to school without involving school committee. And the school committee makes sure that community is also involved. Even though the government release fund to the school, community is also have to contribute for the school development. All these have added responsibilities to the school leadership. Before this, head teachers did not have heavy responsibilities as it is now because it was the government responsible for the school”.

What has revealed from the interview was also revealed from the document analysis. In the PEDP plan document of 2001 it is revealed that the aim of the programme was to decentralize power to school leaders and to the community. PEDP is among the government's programme that intended to put the 1995 policy into implementation. In the PEDP report of 2004:26, it is reported that “community *under the use of school committee have been supporting PEDP by providing various resources such as financial, material and labour*”

All the evidences above show that the current school leadership has increased community participation to school leadership and school development.

5.3 STRATEGIES USED TO ACCOMMODATE CHANGES ON SCHOOL LEADERSHIP

This section presents the findings basing on the second objective which focused on understanding the strategies used to accommodate changes on school leadership in Tanzania. The guiding question was *what were the mechanisms used by the Tanzanian government to embrace changes on school leadership?* With the use of questionnaire, interview, observation and document analysis, three main mechanisms revealed. These were workshops, training course and the guidelines.

With the use of questionnaire I probed some head teachers to make assessment of the mechanism helped them to cope with changes on their roles. In the questionnaire, respondents asked to respond to the question; *after been a school leader, have you attended school leadership programme?*. The respond to this question was very positive and the results presented in table 6.

Table 6: School leadership training/workshop attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	72.7	72.7	72.7
	No	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

The table 6 shows that 16 out of 22 distributed questionnaires to head teachers which represent 72.7% of the respondents attended either training or workshop programmes for school leadership. The data also shows that 27.3% have never received any training.

When asked *how long the programme was*, the study revealed that there were variation in terms of time as it is shown in the figure 4.

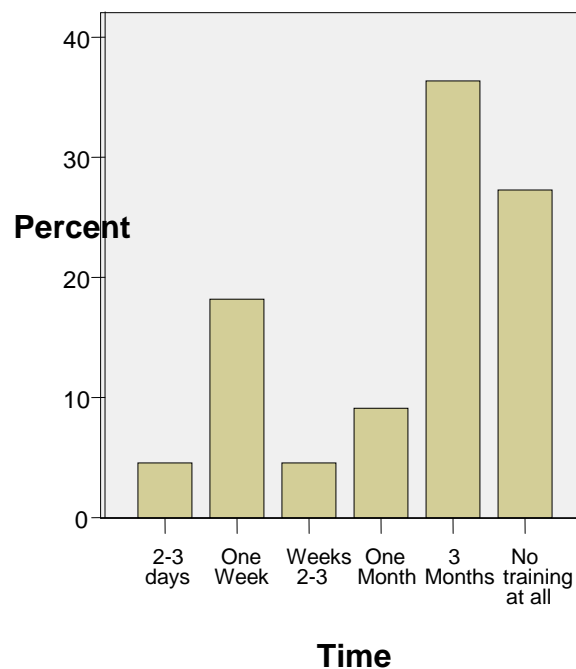


Figure 4: The Duration of the Training/Workshop Programme

The figure 4 shows that the time varies from two days to three months. With the use of interview, I wanted to know whether the course and the workshop reported in the questionnaire were from

the same provider or they were different. Hence I interviewed the Municipal and rural educational officials in Kilimanjaro. Both reported that the time that range from two days to one month was for workshop conducted under MoVET as a part of fulfilling PEDP goals while the three months was a course delivered by ADEM – Bagamoyo, the institute of educational management in Tanzania.

During interviews with the PEDP in-charges at the MoVET, the following was disclosed;

“Utaratibu uliotumiaka kuhakikisha kuwa mabadiliko haya yanafanikiwa ni kuwa tulitengeneza miongozo kwa ajili ya uongozi mpya wa shule, na pia kulikuwa na mafunzo ya muda mfupi. Mafunzo haya yaliyolenga jinsi ya kufungua benki akaunti za shule na kusimamia matumizi ya fedha hizo. Pia mafunzo hayo yalihusu jinsi ya kushirikisha kamati za shule na jamii. Mafunzo haya yalisaidia sana kufanikisha zoezi la utekelezaji wa MEM”.

The author’s translation

“The procedure used to make sure that changes on school leadership managed its role included the preparation of the guidelines to the new school leadership and also there were workshops on how to open school bank account and the supervision of its use. The workshop also trains them on how to involve school committee and community into school leadership. The workshop was real helpful in the implementation of PEDP programme”.

According to this respondent, it seems that there was also the use of guidelines for the school leadership. We can consider the use of guidelines as third mechanism used to help head teachers to cope with the changes apart from workshop and training course provided. Through documentation, the researcher finds guideline in all schools visited. Some of these guidelines were posted at the wall in each head teacher’s office. The use of guideline was also observed in the documents. The PEDP report of 2004:29 shows that *“at school level, guidelines, posters/ brochures, circulars manuals and calendars were available”*

On the other hand, I interviewed the ADEM officials. These are the providers of three months course for school leadership. Respondents revealed the reason for providing the three months course for head teachers. As one respondent asserted in the following quotation;

“Sisi tuliandaa kozi hii kwa sababu kuu zifuatazo; Kutokuwepo kwa kozi hii hapa nchini, kulikuwa na uhitaji mkubwa wa kozi hii kutokana na kupanuka kwa majukumu ya uongozi katika shule za msingi Tanzania, kulikuwa na usimamizi duni katika ufundishaji, pamoja na hayo, ADEM ilitaka kushiriki kikamilifu katika harakati za umma wa Tanzania kuboresha Elimu ya msingi, kulikuwa pia na ushawishi mkubwa kutoka wizara ya elimu na utamaduni wakati huo na pia tuliona ni semu ya kutekeleza sera ya elimu katika Tanzania ya mwaka 1995”.

Author’s Translation

“We (ADEM) prepared the course due to the following reasons; there was absence of this course in the country, there was a need for the course due to the broaden of responsibilities of school leadership in primary schools in Tanzania, also there was a poor supervision on teaching and learning, ADEM wanted to participate full in the national process for improving primary education; another reason was that there was a big pressure from the ministry of education and culture by that time. And lastly it was the only way for ADEM to implement the educational policy of 1995”

Having interviewed the two providers of the training and workshop, I wanted to assess the strength of the both course and the workshop provided. The analysis of the data showed that it seems that the three months course was different from workshop especially in term of approach used for training. The course included both theory and field practical while the workshop does not, as one of the head teacher commented;

Kwa kushiriki kozi hii, nimepata stadi muhimu za uongozi katika shule. kozi imetuwezesha kuchambua mazingira halisi ya shule zetu na kuyamudu. Imetusaidia pia kuelewa namna ya kuinua ubora wa elimu. Nilichopenda kozi hii ni kuwa unasoma kwanza darasani mwezi mmoja kisha unaenda shuleni kufanya yale uliyojifunza kwa vitendo kisha unarudi tena chuoni mwezi mmoja kujifunza na kueleza matatizo uliyokumbana nayo. Nilidhani matatizo ninayokumbana nayo ni yangu mimi peke yangu lakini katika kozi hii, tulikutana walimu mbalimbali na katika kueleza matatizo tunayokumbana nayo tuligundua kuwa matatizo yalikuwa karibu sawa. Kwa kubadilishana uzoefu kwa pamoja nilifaidika sana. Sasa ninaweza kuandaa vema mipango ya maendeleo katika shule yangu kuliko mwanzo. Ingawa nilipata mafunzo ya kwa wiki moja lakini bado nilikuwa na shida katika kuyamudu madaraka yangu.

Author's Translation

In participating in this course, I have gained important leadership skills. Through this course, we managed to analyze our real school environments and to manage them. The course helped to know how to raise the quality of education. What I real like in this course is that you first learn theoretical skills for one month, then you go back to your school to implement what you have learned. Then, you come back again to the college for one month. At this time you give feedback of what you experienced and what were the problems. So we share the experience together. Before the course, I thought problems I encounter in my school was unique and was for my own but through the course, we meet head teachers from various places and by sharing experience, I found that all the problems were almost the same and I real benefited from that. Through the course, I can now prepare my school development plan than it was before the course. Although I attended the one week workshop but still I had problem in managing my position.

Apart from good reasons and benefits of the course identified above, the study reveals out of 22 questionnaires distributed to head teachers in both Municipal and Rural Moshi, only the 36.4% of the respondents have attended the course. The study also revealed that still there are some teachers who have not yet received any training see figure 3 above. The reasons for the poor attendance in school leadership course in Tanzania are given in the proceeding section of the challenges for school leadership.

5.4 CHALLENGES FOR SCHOOL LEADERSHIP ROLE IN TANZANIA

This section together with the following section 5.5, presents the findings that basing on the third research objective. This objective intended to investigate challenges and opportunity available associated with the current changes on school leadership. The guiding question for this objective was *what are the challenges faced and opportunity available for school leadership role in the provision of primary education in Tanzania?*

The findings of the data collected through interview, documents, questionnaire, and observation, revealed that school leadership in Tanzania faces a number of challenges. These include the following; low level of awareness of the effects of globalization in education, the challenges in the training programmes, the free market challenge, lack of understanding the government's goals and programmes, and the ICT challenge. Other challenge mentioned was the issue of corruption and lastly, the changing behaviors of students, teachers and the community surrounding the school.

In the following sub-sections the study presents each of the above challenge as it is extracted from the findings.

5.4.1 Awareness of the globalization effect on the education system

The study intended to assess the awareness of the effect globalization on education. Hence it was included in both interview guide and in the questionnaire distributed. In the questionnaire, the respondents were asked to tick or to circle one of the following; 1. yes 2. a little bit 3. not at all to respond to the question *Are you aware of globalization and its effect on education?* The response to this question is as shown in the figure 5.

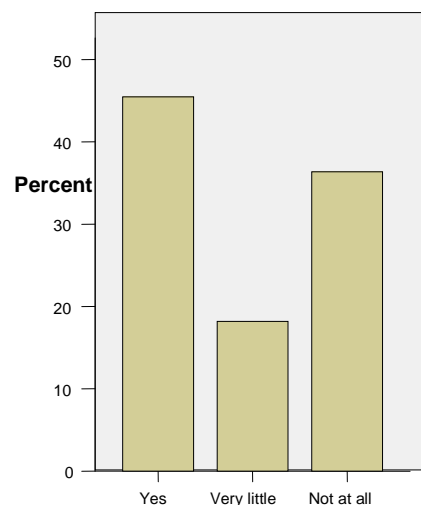


Figure 5: Understanding of the effect of Globalization on Education

As it is shown in the figure 5, 45.5% of the respondents responded that they are aware of the effect of globalization on education. The data also shows that 18.2% of the respondents have a very little awareness while 36.4% of the respondents are not aware of the effect of globalization on education at all.

In the interview conducted, 3 out of 4 interviewed head teachers admitted that they do not understand the relationship between globalization and education and that they do not know how education is affected by globalization. Only one interviewed head teacher said that she is aware of the effect of globalization on education. When I asked her to briefly explain how she understand the relationship, she referred to the wide spread of TV and mobile telephone and the

uses of computer in the society. This response shows that her awareness of the effect of globalization on education was not well understood as she has claimed.

When the same question asked to the educational officials, they also show to have a little understanding of the effect of globalization on education. One of the interviewed educational officials had this to say;

“Kwa kweli uelewa wangu kuhusu uhusiano kati ya utandawazi na elimu ni mdogo sana. Hakuna warsha zinazoendeshwa kuhusu maswala kama haya. Kwa uzoefu tu nadhani unazungumzia kuhusu matumizi ya mawasiliano kama ‘internet’ na vitu kama simu na TV yaani ‘mass media’ katika elimu. wakati mwingine unaweza kumkuta wanafunzi anakuwa na ufahamu wa mambo mengi kushinda mwalimu kwani wazazi nyumbani mwao wana vitu kama hivi. Sisi katika elimu hasa mashuleni hatuna TEHAMA kama hizi. Hasa kwa shule za serikali tatizo hili ni kubwa zaidi kuliko shule za binafsi”.

Author’s Translation

“To be frank, my understanding about the relationship between globalization and education is very little. There are no workshops conducted for such issues. Just as my experience, I think you are talking about the use of communication such as internet and things like phones and TV that means mass media in education. Some times you may find that some students have broader understanding of some issues than their teachers because in their home they have these ICT while in schools we don’t have. In public schools, the problem is more serious compared to private schools”.

According to above responses it seems that awareness of the impact of globalization in education is low as they fail to show the link between globalization and its effect on education and also the way it affect school leadership.

All respondents interviewed in both MoVET and in ADEM demonstrated that they are aware of the effect of globalization on education and they give right answers about the effect of globalization on education. These respondents comprised only 14% of all respondents in this study (see table 5). One of the interviewed policy maker responded the following when asked;

“Athari za utandawazi katika elimu zipo na hatuwezi kuzikwepa. Zinakuja kwa njia mbalimbali. Nyingine zina kuja katika hali ya ‘conventions’ kama hizi za EFA. Pia nyingine zinakuja kupitia kwa wafadhili mbalimbali wanaotupa fedha za kuendesha elimu hapa nchini. Kwa mfano, hivi sasa tumeambiwa tuimarisha TEHAMA katika elimu. Wakati mwingine, sisi wenyewe huenda nchi nyingine kuona na kujifunza wenzetu wanafanya nini katika elimu kisha tunarudi hapa nchini na kuingiza katika sera na mipango mbalimbali za elimu. Hivyo sera mpya kama hizi za kukasimu madaraka kwa ngazi za chini vyote hivi ni athari za utandawazi kwa hakika”.

Author’s Translation

“The effects of globalization in education are there and we can not escape them. It comes through our education system in different ways. Some forces come in form of conventions such as EFA. Also others come through various donors who funded education in this country. As now for example, we have demanded to strengthen ICT in education system. Sometimes, we go ourselves to other countries to see and to learn what is going on and when we come back; we accommodate them in our policies and various educational programmes. In that case policies such as that of decentralization of power to the low level definitely, is the impact of globalization parse”.

This view from policy maker was also shown by one of the participant from ADEM. Further more he pointed that there is a weak understanding of the effect of globalization in education system as whole. In explaining lack of awareness, he admitted the following;

“Kusema kweli dhana ya utandawazi na elimu ni tatizo kubwa si kwa walimu tu hata viongozi wengi katika mfumo mzima wa elimu hawajielewa vema. Nadhani wangeelewa jinsi utandawazi unavyoathiri elimu kwa kiasi kikubwa, umuhimu wa mafunzo kwa viongozi wetu ungeimarishwa sana. Hata wito wetu wa walimu wakuu kupata mafunzo ungelitiliwa mkazo zaidi. Kuna haja ya kufanya mipango ya makusudi kuelimisha viongozi na jamii nzima namna utandawazi unavyoathiri elimu na jamii kwa ujumla ili waongeze juhudi za kumudu mabadiliko haya”.

Author’s Translation

“To be frank, the concept of globalization and education is a problem not only for teachers but also many educational leaders in the whole educational system. The concept is not well understood. I think, if they could know the way globalization is affecting education to a large extent, the importance of training for our educational leaders could be more strengthened. Even our vital for school leaders to attend our training course and workshops could be more stressed. I think there is a need for purposeful planning to be done to educate our educational leaders together with the society in general the way globalization is affecting education and the whole society so that they will increase efforts to manage these changes”.

The data above shows that there is lack of awareness of how globalization is affecting education system in Tanzania. As we will see, this is one of the strongest among all challenges as it is shown in chapter six.

5.4.2 The training challenges of school leadership

As it was stated before in section 5.3, the mechanisms used to accommodate changes on school leadership were course, workshop and guidelines. The findings of this study revealed that some of these mechanisms were inadequate in terms of time and contents as one of the interviewed head teacher who attended one week workshop remarks;

“Kweli mafunzo haya ya wiki moja hayakutosheleza ila tulipata mwanga tu. Mfano ukizingatia mtu kama mimi nilikuwa gizani kabisa, sijui ‘cash book’ wala ‘account’. Shughuli za ukandarasi nazo zilikuwa ndoto kwangu; kuingiza na kuandika cheki yote haya sikujua. Kujifunza haya yote kwa wiki moja haitoshi. Tulipaswa tupewe mafuzo kamili ya uongozi tena chuoni kama ADEM kwa muda wa mwaka mmoja au miwili hivi”

Author’s Translation

“The truth is that the one week training was not satisfactory rather it gave us just a light. For example, put into consideration a person like me. I was real in the darkness; I didn’t know neither cash book nor accounting. Issues of contractor were just a dream to me; to enter and to write check all these I did not know. To learn all these and others in a single week was not enough. We were supposed to be given one to two years administrative course in college such as that of ADEM Bagamoyo”.

The above data revealed that the time for workshop was not enough. This was similar to the other interviewed participants who reported that the time for the workshop was too short to learn each of the new responsibilities. These complaints reflect what has also been revealed from the questionnaire as the data shows that the time for the workshop varies from less than a week to one month (see figure 4). Hence therefore, there were inconsistencies in terms of time. The data shows that, there were few head teachers who have not attended either workshop or courses provided for school leaders (see table 5 above). Such situation seems to increase burden to the school leadership especially in planning and monitoring of school activities.

Another challenge observed concerning the training was the issue of sustainability of the programme. In referring to the workshops for school leadership one educational official who was also workshop trainer had the following to comment on;

“Hizi warsha za mafunzo zilitolewa wakati wa utekelezaji wa mpango wa maendeleo ya elimu ya msingi (MMEM). Kwa hivi sasa yamesimama. Mafunzo haya yalipaswa yawe endelevu kwani bado waalimu wakuu wapya wanaendelea kuteuliwa. Pia ikumbukwe kuwa kamati za shule zinazoundwa zina zinadumu kwa muda wa miaka miwili. Wanaoingia madarakani wanahitaji mafunzo yaleyale. Kufanya hivi kungekuwa na athari kubwa”.

Author’s Translation

“These workshops for training were given during the implementation of PEDP. For now they have been stopped. This training supposed to be sustainable because new head teachers continue to be appointed. It also should be remembered that school committee last for only two years. The new elected school committee needs the same dose. In so doing it would make a great impact”.

According to this respondent, workshop programme for school leadership was not sustainable and hence training remains as a challenge for school leadership role.

The findings of this study observed that the training course provided by the ADEM Bagamoyo for school leadership was ‘*sustainable in principle*’ and well organized even though the programme encounters a number of challenges. In explaining the challenges the course face, one of the interviewed provider at ADEM disclosed the tension that exist between ADEM and Local government. In explaining this tension he said;

“Lengo letu sisi ADEM lilikuwa ni kutekeleza sera ya elimu ya mwaka 1995 kwa vitendo. Hivyo, tuliandaa course za mafunzo kwa waalimu wakuu wa shule za msingi. Ili kukidhi gharama za ufundishaji na mitihani, na kufanya kozi iwe endelevu, kulikuwa na uchangiaji wa gharama. Kwa kawaida, si shule ilipaswa kulipia gharama hizo. Fungu la mafunzo lilitolewa na PORALG kwa halimashauri zake. Hivyo basi walimu walipaswa kugharimiwa shilingi 400,000³= kutoka wa halimashauri zake. Kilichotokea ni kuwa si halmashauri zote zilikubali kugharimia waalimu wakuu wote. Halimashauri nyingine huchagua waalimu wachache tu na kuwapeleka kwenye mafunzo. Halimashauri zinaona kuwa mafunzo waliyotoa ya wiki chache kwa ajili ya MEMEM yalitoshia. Hili ni tatizo Kubwa linalotukwamisha”.

³ 400,000/= Tsh is equal to USD 353.951

Author's translation

“We (ADEM), our aim was to put the 1995 policy into practice thus; we prepared the training course for primary school head teachers. In order to meet the cost of teaching as well as examinations and also to make the course sustainable, we introduced cost sharing. Normally, it was not schools supposed to pay for the training. The training budget released by the PORALG to local government councils. Thus, Councils have to pay TSH 400,000/= as a fee for each school head. What happened was that not all councils agreed to sponsor all of their head teachers. Some other councils selected few head teachers for the training. They thought that the workshops provided during the implementation of PEDP were enough. This is a big problem that makes us to stuck for”.

Apart from the tension identified above, the study revealed that ADEM course faced with another challenge in running the course. The findings of this study noted that, in order for the ADEM to manage to run the course for the whole country, it selected five teachers' training colleges. One college from each of Tanzanian zones and from each college, ADEM recruited two tutors so as to become the trainers of the course in their respective colleges.

Normally the course carried out during the vacation for two reasons. One at this time the college students would be in the vacation and that gives the room for the availability of both tutors and classes to run the course. Second, head teachers would also be at the vacation and hence make them easy to attend the course. The challenge identified here was concerned with the college principals as one of the trainer disclosed here.

“Baadhi ya wakuu wa vyuo hawakuwa tayari kwani walichukulia hizi kozi kama ni usumbufu kwao. Wengine hata wakiitwa mkutano ADEM ili waelimishwe umuhimu wake hawaendi. Wakati mwingine wakuu wa vyuo hawataki kuturuhusu kwenda kufundisha kwani ingawa wanajua tunapaswa kufanya hivyo lakini utakuta tunapewa majukumu mengi na tunashindwa kufundisha. Hivyo hii kozi bado inasuasua sana”.

Author's Translation

“Some of the college principals are not ready to support the course as they view this course as problem for them. Even some other principals when are invited to attend meeting in ADEM so as to be informed about the need and importance of the course, they do not attend. Sometimes, principals do not allow us to run the course as it was scheduled. They know we are supposed to run the course but they give us a lot of responsibilities which act as a barrier. Hence the course is not effectively”.

As it is revealed from the data collected therefore, the training of school leadership in Tanzania was and still is, faced by a number of challenges.

5.4.3 The Free market and the lack of time to time in-service training

The free market is mentioned as challenge for school leadership. It is observed in this study that the school leadership is responsible for procurement of school equipments such as buying teaching and learning materials. With the existing free market, some face problem in selecting equipments of good quality due to the lack of time to time in-service training. Spotting on the issue of buying books for example one of school head teacher disclosed;

“Kuna wauzaji wengi wa vitabu siku hizi. Wengine ni bora na wengine si bora. Waalimu wanapewa uhuru wa kuchagua kitabu anachoona ni bora mradi tu kiwe kiwepo kwenye ‘syllabus’. Sasa inahitajika taaluma ya mwalimu iwe nzuri na awe makini sana ili aweze kuchagua kitabu bora. Ili kupambana na hali hii warsha za mara kwa mara zinahitajika. Huku nyuma tulizoea kuwa tunaletewa vitabu na serikali habari ya kitabu kizuri au kitabu bora halikuwa jukumu letu. Taaluma zaidi inahitajika sasa, ili walimu waweze kuchagua, hasa kwa wale walimu waliofundisha muda mrefu. Kwa kweli natoa wito kwa serikali yetu iweze kutoa mafunzo zaidi kila mara ya uongozi wa shule na pia kwa waalimu wote”

Author’s Translation

“There are a lot of book sellers in our days. Some have books of good quality others have not. Teachers have been given freedom to select the suitable books so long as they are in the syllabus. In that case teachers are needed to be adept and clever enough in order to select a book of high quality. Thus, time to time in-service training is needed. Formally, the government used to supply us books, the issue of good or poor book was out of our concern. Now, more knowledge is needed time to time in order to select a book of high quality especially, for teachers who have been in the service for a long time. Frankly speaking, this is my call for the government to give time to time training not only for leadership but also for all teachers”.

As it is shown in the data above free market and the lack of time to time training is a challenge to the current school leadership in Tanzania.

5.4.4 Lack of understanding of the Government’s goals/ programmes

Another challenge pointed out was lack of awareness of government’s programme to community and to some local leaders. Some interviewed in this study reveal that most of changes in education system are made at the central level and then they come to the low level for implementation as an imposing power. As such some of the changes are not well understood to the people who are implementing those programmes. The implementation therefore, sometime becomes difficult. One of the selected participants claimed that there were poor responses to the current implementation of decentralization policy in education due to lack of understanding of the programme among community members. This is clearly explained;

“Tatizo kubwa tunalokumbana nalo ni kuwa maamuzi mengi yanafanywa na ngazi za juu na yanapokelewa huku chini kwa utekelezaji. Utekelezaji wake uanakuwa mgumu hasa pale wanasiasa wetu huko vijijini wanapoyaelewa vibaya. Madhalan, mfumo wa sasa unataka shule kuwa mali ya jamii. Jamii inapaswa kuchangia bega kwa bega kutimiza malengo yao. Lakini wapo baadhi wanasiasa wetu huko vijijini wao wanakwenda kinyume na wanasema elimu sasa ni bure na serikali inagharimia kila kitu”.

Author’s translation

“The big problem that we are facing is that most of decisions are made at the central level, they come to the low level as an imposing power, our task is only to implement. The implementations of government’s goals become difficult when especially our local politician in the village understand them wrongly. For example, the current system needs school to belong to the community. The community is needed to contribute hand in hand with the government to fulfill schools’ plans. But there are some local politicians who campaign against, they say to people that currently education is free and that the government contribute everything to school”.

In line with the lack of understanding of government’s goal, it has revealed that this problem has affected some school committee members and that they have different conception of their role as a school committee. The findings show that some school committee members have different ambition toward the school as one of the interviewed educational official indicates;

“Nadhani malengo ya serikali kwa baadhi ya sehemu hayajaeleweka vema na hili ni tatizo kwasababu tunakwama kupata mchango wa mawazo kutoka kwa wanajamii. Wengine wapo kwanye kamati za shule ila wana mawazo potofu kuwa serikari inatoa hela nyingi sana mashuleni kwahiyo hata akija kwenye kikao wanataka walipwe na hata wengine wanakuwa wagumu kuchangia mawazo wanachotaka ni kulipwa tu”.

Author’s translation

“I think some of the government’s goals are not well understood and this has become a problem because we fail to get good contributions from the community. Some of them are members of school committee but they have wrong conception that the government provide a lot of money to school therefore, they want to be paid for attending school meeting. Others are reluctant in giving their view and opinion because what they want is to be paid first”.

According to these respondents, there is lack of understanding of the government’s goals and that create a challenge to the current school leadership role in Tanzania.

5.4.5 Corruption Challenge

The findings of this study show that corruption hampered the effectiveness of school improvement as one of the leadership role. One of the education official interviewed in this study reveals the following;

“Rushwa inajitokeza hasa kwa zile pesa zinazotoka kwa wananchi kupitia kwa serikali za vijiji kwenda kwenye benki ya shule. Fedha nyingine hazifiki kwenye benki ya shule. Wanachi anapotambua hili, unaporudi wakati mwingine wanakataa kutoa mchango kwa maendeleo ya shule”.

Author’s Translation

“Corruption takes place especially during the money from the community is channelled through village council to the school bank account. Some money does not reach at the school bank account as a result of squandering. When community knows that their money have been squandered they become reluctant in continuing to contribute to school”.

As it has been indicated identified above, corruption takes place and act as a challenge in the implementation of the current school leadership role.

5.4.6 The ICT and Economic status a challenge to education system as whole

Many respondents mentioned ICT as a great challenge not only for school leadership but also for the whole education system. In explaining this theme, one policy maker through interview has this to say;

“Kutokana na hali ya utandawazi hivi sasa, tunapaswa kuimarisha TEHAMA katika sekta nzima ya elimu. Kama tungekuwa na mawasiliano ya moja kwa moja na uongozi wa shule, ingekuwa rahisi hata sisi wenyewe kupata takwimu kutoka shule fulani bila kupitia njia ndefu ya sasa hivi ambayo wakati mwingine kumbukumbu huweza kupotea. Vile vile pia Wananchi wangeweza kupata elimu kwa njia ya elimu masafa kwa urahisi kupitia TEHAMA. Tatizo linalotukwamisha ni uwezo wa serekali mdogo hapa tulipo tu bado tunategemea wahisani”.

Author’s Translation

“Owing to globalization, we are now supposed to strengthen ICT to the whole education sector. In so doing, even ourselves (Policy makers) we could have access with the information direct from a certain school without passing in this long way we are using now in which some of information may lost on the way. Also through ICT, individuals could have access to knowledge through distance learning. The problem is that the government’s capacity is low to establish ICT. Currently we are still depending on donors”.

From this response, ICT is a challenge for school leadership and the whole sector of education in Tanzania.

5.4.7 The Moral Change: A challenge to the school head teachers' roles

The findings of this study reveal that the moral change of teachers, pupils, parents and the surrounding community do bring some challenges to the current some head teachers. This was disclosed by one of the head teacher when asked to mention *what are the challenges encounters in his day to day school leadership role*.

“Changamoto mojawapo ninayokabilia nayo katika uongozi wa shule nikuwa tabia na mienendo ya wanafunzi na walimu, wazazi na jumuiya inayozunguka shule zinabadilika sana. Hii ni changamoto kweli kwetu kupambana na kasi ya mabadiliko haya”.

Author's Translation

“One of the challenges I encounter in school leadership is that the behaviour of students and their teachers, parents and the whole community surrounding school is changing so much. This is a real challenge for us to cope with these changes”.

When asked how the changes of behavior affect his leadership, he has this to say;

“Kwa hivi sasa kuna mchanganyiko wa wanafunzi. Wapo wanafunzi wanaotoka mbali ambako mila na desturi zao ni tofati na zetu. Hii pia inajitokeza kwa wazazi hasa tunapokuwa na mikutano ya wazazi. Hali hii inasababisha kuwa na mitazamo tofauti hasa tunapotaka kufanya maamuzi yanayohusu maendeleo ya shule.

Kwa upande mwingine baadhi wanafunzi wengi hasa madarasa ya juu. Wanauzoefu wa kupata habari mbalimbali kutoka kwenye mitandao. Wengine ipo majumbani mwao kutokana na wazazi wao kuwa na uwezo. Wanafunzi hawa wanajifunza baadhi ya mambo mazuri na mengine si mazuri na wanayaleta shuleni. Haya yote yanaathiri sana katika suala zima la uongozi”.

Author's translation

“Our students for example, currently are mixed up. There are those who come from different cultural backgrounds. The same situation revealed by parent especially during the school meetings. Such situation carries in it different perspectives particularly when we want to have common agreement about school development.

On the other, some of the student especially from upper classes, they know how to access internet cafes. Some they have such access in their home. As their parents have capacity to buy. These students learn some good things and some are not good and they bring them to school. All these affect the whole issue of school leadership”.

As it is reported, moral change of the society in general is a challenge for the current school leadership in Tanzania.

5.5 OPPORTUNITIES AVAILABLE FOR SCHOOL LEADERSHIP IN TANZANIA

The school leadership role in Tanzania has been affected by a number of challenges as the study has identified some of them in 5.4 above. Even though, the study investigated whether there are opportunities available for the current school leadership. The data responded to this objective analyzed and the following themes were extracted explaining opportunities available for the current changes in school leadership role. These include; increased openness and efficiency, improved accountability, capacity building strengthened and increased educational access. Others are the availability of leadership training courses and workshops. Each theme mentioned here is displayed as sub topic here under.

5.5.1 Increased openness, participation and efficiency

The findings of this study reveal that the decentralization of both power and funds from the central level to the low level of education such as school and community brought about various opportunities. Openness, community participation and improved efficiency mentioned as among the opportunities obtained with the current changes on school leadership. One of the interviewed educational officials said;

“Tulipokuwa tunawanunulia na kuwapelekea vifaa kutoka wilayani. Ilikuwa inaleta manunguniko. Wengine walikuwa wanaona kama tulikuwa tunakula hizo pesa na kuwanunulia vifaa vichache. Kwavile sasa fedha zinazokuja zinaonekana na tunagawa kwa shule kwa kufuata utaratibu tuliopewa, na fedha hizo tunawapa shule na kamati wakanunue vifaa wao wenyewe. Wakinunua vikawa vidogo, bado wanaona kuwa ndilo lililokuwa fungu lao na jamii wanakuwa tayari kuchangia pengo lilibaki. Na kwa kuwa malengo hayo ni wao wenyewe waliyapanga, manunguniko yanapungua sana sasa hivi. Tuseme imeomngeza uwazi na ushirikishwaji”.

Author’s Translation

“When we (district) used to make procurement for schools there were complaints. Some schools thought that we squandered the money and buy few things for them. Currently, the money sent by the government is open to every one and that we distribute them to the schools following the given procedure. We send the money to schools and school committees to do school procurement. Whether they buy few school properties still they are satisfied and the community is now willing to contribute to fill the remaining gape. In short, decentralization has increased openness and increased community participation”.

In explaining efficiency and increased openness, one of the interviewed head teacher revealed that;

“Vifaa vimepatikana kwa unafuu kidogo kuliko tulipokuwa tunasubiri huduma kutoka wilayani na wakati mwingine hazifiki. Sasa hivi huduma nyingi tunazipata tena kwa wakati muafaka kwani tunanunua vifaa vya shule wenyewe. Kama sasa, hivi fedha za mhula huu zimeshatumwa benki na tayari tumeshagawa katika asilimia kama mwongozo unavyotaka. Hii imeturahisishia sana kuliko ilivyokuwa hapo awali, kwa mfano tangu mfumo huu uanze hatujawahi kuishiwa chaki wala vitabu”.

Author’s Translation

“Currently, school equipment are available than it was before when we used to depend on district to supply every thing. Some time the district fails to supply important school equipment on time. Now, many services are available and in a right time. For example, currently the money for this term has already sent to the school bank account and the division has already made based on the given guideline. This has simplified our work than it was before for instance since we have started this programme, we have never run shortage of Chalks nor books”

In line with the above findings, observation shows that in every school visited I found posters which entails openness and transparency. In these schools I also found some important documents such as financial report, school committee report, the school teachers reports, school plans both the achieved and not achieved plans. All these findings show that the current changes on school leadership increased openness and transparency.

5.5.2 Improved accountability, capacity building and educational access

With the help of observation of various documents and interview conducted, the study finds that the current changes on school leadership has improved school accountability. One way in which accountability seen to be improved was that there was a strong communication network established in each school visited. In this network therefore, each head teacher has to send to the district various school reports such as monthly report, three month report, half a year report, nine month report and one year report. In each report there is a special form in which a head teacher has to fill information about school. The form therefore, give account of activities that takes place at school such as information about the uses of the funds and the information about attendance both teacher and students, school buildings, school assets, meetings, academic report, and school achievement and problems encountered.

Through school committee the capacity building is strengthened. The community is involved to contribute to school as they offer contributions, such as money, labors and management of school as one of the interviewed revealed that

“Mimi kama mwalimu mkuu tunafanya kazi na jamii kwahiyo haturuhusiwi kufanya jambo lolote bila shirikisha kamati ya shule hasa katika suala la fedha na ununuzi wa vifaa vya shule. Kwa mfano kuhusu masuala ya ujenzi mimi sijui ujenzi lakini ndani ya kamati tuna mjumbe ambaye ni makandarasi. Huyu ndiye aliyekuwa anatuongoza nini cha kufanya na hata kushauri ununuzi wa vifaa ya ujenzi. Pia kamati ndiyo inasaidia kuwasiliana na serikali ya kijiji hasa tunapohitaji nguvu kazi au mchango wa fedha kutoka kwa jamii”.

Author’s Translation

“As a head teacher, I work hand in hand with community thus we are not allowed to do anything without involving school committee especially about issues relating to the fund and school procurement. A good example is concerning the issue of school construction, I don’t have any knowledge about it but within school committee, one member is a contractor. The contractor was the one who lead us on what we are supposed to do and even in giving advice in buying building materials. School committee also communicates with the community council especially when we need their support in term of money and labour power”.

As the community is increased involvement to the school activities together with the government funds, it has observed that the openness for the majority and unprivileged has increased. One of head teacher told me that they work together with the school committee to make sure that all school year children have been enrolled. And also in every monthly report that sent to the local government, they give account of a number of disabled pupils they have at the school and their progress. She also added that they monitor attendance of each student careful because in the report they need to feel the whole school attendance. Hence the school access has improved.

5.5.3 Leadership training as an opportunity for office career

The effect of globalization forces on school leadership in Tanzania has in turn the government to provide training and workshop for school leadership. Although we have mentioned a lot of challenges for the training but still we consider the presence of training as opportunity. This has been revealed by one of the head teacher who attended the course who said;

“Mafuzo niliyokuwa nimepata ni yale ya grade A tu. Somo la uongozi linafundishwa kidogo sana. Bado halituwezeshi kuongoza shule. Kwanza wakati ule unaandaliwa kwenda kufundisha si kuongoza. Sikujua ukuu wa shule ni ofisi yeyote anaweza kuikaimu. Ukuu ni pamoja uwezo wa kugawa madaraka kwa walimu na wanafunzi na sasa kwa jamii. Bado walimu wakuu wengi wana ukirtimba wa madaraka. Kozi hii imenibadilisha sana. Nimejifunza sana kuhusu haya mabadiliko kama namna ya kuandika mradi, lugha ya uhasibu, kutunza stoo na mambo mengi kutokana na kubadilishana mawazo kutoka kwa wakuu wenzangu”.

Author’s Translation

“The only training I had before was that of Grade A (primary teacher certificate). The leadership subject was taught as minor subject. Still that knowledge can not help us to lead a school. After all, in that time we were prepared for teaching not for leading. Before the training, I did not know that headship is just an office position anybody can do. Thus headship includes the ability to delegate the power to teachers and students and currently to the community. Still most of head teachers are reluctant to delegate power. The course I attended had made a great impact. I have learned a lot about the current changes such as how to write school project, the financial language, store-keeping and many other things by sharing experience from my fellow head teachers”.

According to the respondent above, the availability of school leadership training, whether through workshop or training course, considered to be among the opportunities available for school leadership in Tanzania.

At this juncture we have presented opportunities as it was revealed from the analyzed qualitative data. The data from the quantitative data presented almost the same to what have been presented here. The following table present opportunities as it were revealed in the SPSS data.

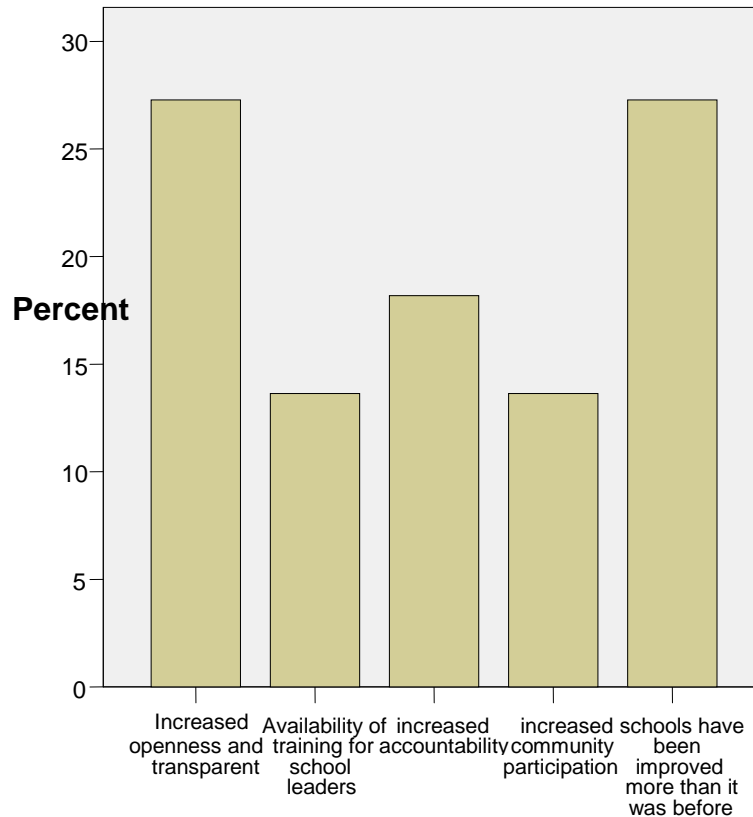


Figure 6: School leadership Opportunities

As it is shown in figure 6, 27.3% said that the current school leadership increased openness and transparency. Again 27.3% showed that the current school leadership has improved school than it was before. 18.2% of the respondents said that accountability has been increased. Furthermore 13.6 revealed that the current changes on school leadership have acted as a catalyst for the availability of training while the 13.6% responded that the current school leadership has increased community participation.

CHAPTER SIX: DATA ANALYSIS AND DISCUSSION

6.1 INTRODUCTION

It is important to remember that the purpose of this study was to explore and to illuminate information on the nature of school leadership role in Tanzania in the provision of primary education so as to understand how it has been affected by the globalization forces. It also examined mechanisms used to accommodate changes on school leadership and lastly the study examined challenges and opportunities observed and available for school leadership role in the provision of primary education in Tanzania. The principal research question therefore was; *have globalization forces affected school leadership role in Tanzania? If yes, how; and if no, why not?*

The purpose of this chapter therefore, is mainly intended to discuss the findings presented in chapter five. Since the findings presented in chapter five are also based on the research objectives and questions, then discussion in this chapter is also focused mainly to discuss these findings in relation to these. Whenever possible the chapter struggles to relate issues rose from previous chapters in this study and with other studies relevant to this topic. The main focus here is to make sure that the objectives together with the research questions achieved and meet answers as much as possible.

6.2 CHANGES ON SCHOOL LEADERSHIP ROLES: Professional Vs. Transformational?

The empirical evidence in chapter five of this study has indicated that school leadership role has changed. The data shows that community is well involved in school leadership through the use of school committee. The data also shows that school leadership has more power and responsibilities over the resources allocated to school as they are the one who plan and also monitor the implementation of what they have planed about the school.

What has revealed from the empirical data shows that implementation of the PEDP plan of 2001 as we have noted in chapter two in section 2.3, that PEDP plan was among of the program initiated by the government so as to put the 1995 policy into practice. PEDP's target therefore, was mainly for primary schools. The goal of government under PEDP was that "broadening

democratic participation and accountability at all level will demand increased involvement of men, women and children from the communities. Partnership between teachers, school committees will be developed in order to strengthen school management. At the school level, there is a school committee which is accountable to the village Council in District authorities and to the “mtaa” Committee in urban authorities (PEDP, 2001:16)”. The plan also outlined responsibilities of the school committee which include to work together with the head teacher and other teacher to prepare plans and budgets for the school development, to open bank account and to manage funds received, to communicate with the community and all stakeholders about educational information, and to oversee day to day school affairs. What is clearly seen here is a move from professionalism of school leadership to the transformational type of leadership (for these types of leadership see table 2 in chapter two). The professionalism according to Foster (1994) and McLean (1994) has the tendency to emphasize control of educational institutions and it is based on scientific management. On the other hand, transformational leadership is about flexibility and ability to accommodate different demands and expectation of educational stakeholders.

The changes on school leadership that observed from both empirical and documents therefore, are typically resulted from global influence which intertwined in the political campaign of implementing decentralization policy as we have observed chapter two in section 2.1. What has happened and still is happening to school leadership in Tanzania today, perhaps can be related to what Grace (1995) observed in English school as ‘a new play field’ while Tjeldvol *et al* (2005) refer to it as ‘downloading a new managerial responsibilities’ to school leaders. Commenting on the English schools point of view, Grace (1995: 23) noted that “the power relations of school leadership is shifting away from leading professional towards other groups, parents, community members business and religion interest”. Although he was referring English community but this is also happened in Tanzania as far as empirical and documents revealed. He further argues that *these changes on school leadership role go hand in hand with the weakening and ultimate disappearing of control of local state and local education authority and giving head teachers new executive freedom and management empowerment*. As it is documented on the ESCRT (2001) report in chapter two section 2.1.2 that decentralization process that took place in Tanzanian education, has defined the role of the central government which is to broad policy and

supervision of education. Other responsibilities are taken over to the low organs such as schools and community. This verifies that the changes on school leadership that takes place in Tanzanian education system resulted from the globalization forces. With the current school leadership as it observed in the findings, involved a team working. This has revealed as one of the interview head teacher noted in section 5.2 that as the head teachers works hand in hand with school committee to make sure that community is involved in every thing pertaining to the school. This has also been observed by Grace (1995) that head teachers have to negotiate a new relation with the school governing body, *in Tanzania school committee?*⁴ He also argues that with these new responsibilities, the notion of ‘my school’ is no longer to be maintained. In Tanzania for example the ‘notion of our school’ is emphasized as they want schools to belong to the community. Basing on the leadership typologies given in chapter three in section 3.4, this study take the position that the school leadership in Tanzania moved from leading professional to the transformational leadership.

The empirical data also observed that the current changes on school leadership have increased responsibilities to school leaders. This gives us a point to consider that school leadership has so changed; its responsibilities are becoming complex as it involves pedagogical and non pedagogical issues. As such, Tjeldvoll *et al.* (2005:24) raise an important question which is also valid in this study that “as school leader’s role is changing the question is how well they are prepared for it is a valid one”. As such, there is a need for government to rethinking on how we select and train our school leaders today. We should not continue to relay on traditional way of pointing our school leaders without empowering them with leadership skills and knowledge. Hence, there is a need for the government to rethink of school leaders’ responsibilities and the way to empower them with leadership skills.

6.3 STRATEGIES AND CHALLENGES OBSERVED: The Need to Strengthen Awareness?

The findings show that there were three main ways used to effect changes on school leadership in Tanzania. As it is presented in section 5.3, there were three months courses established by ADEM Bagamoyo, the use of workshops under PEDP programme and the use of guidelines.

⁴ Italicized my emphasis

The findings revealed that in order to make sure that all school leaders have access to the course, ADEM managed to make use of Available teacher training colleges in all provinces across the country. This helped to make courses more nearer to the targeted school leaders. Again with the use of college tutors it added advantage of using the available human resources for the effectiveness of the course.

The workshop prepared by the MoVET under PEDP was used as another way of effecting changes on school leadership. The study revealed that to achieve this goal all the key officers at regional and district/ municipal were the trainers for school leaders and school committee in their respective areas. The workshop went hand in hand with the releasing of guidelines for the new school leadership responsibilities.

The fact that there were mechanisms used to effect changes on school leadership in Tanzania, the question we need to address here is that *are mechanisms used to accommodate changes on school leadership were effective and sustainable?* As it is reported in section 5.4, these mechanisms used to affect changes encounter a number of challenges which hampered them to be effective and sustainable as they were intended.

In our opinion, for the training to be effective both trainers and trained must first be aware of what is going on in the education system. The study revealed that school leaders, who are the center of the focus and comprise 69% of the sample used in this study (see table 4 in section 4.5 of this study), have low awareness of the impact of globalization in education. The findings show that 36.4% of the school head teachers sampled are not aware of the effect of globalization in education at all, and 18.2% have very little awareness. Again 3 out of 4 interviewed school head teachers admitted that they are not aware of the impact of globalization at all. 1 out of 4 interviewed head teachers confesses to have little awareness of globalization on education. When this respondent asked to briefly explain how she understands relationship between globalization and education, she only mentioned the use of TV and mobile telephone and its effect in a society. This showed that still she was not aware of the way globalization is real affecting education. This being the case, it gives a clue as a researcher that perhaps, the 45.5% of the respondents who

responded that they are aware of globalization in the questionnaire, some of them might have wrong conception or they might have little idea about the way globalization is affecting education.

The findings also show that not only school leaders have low awareness of globalization, some educational officials, whom we expect to be the engine to effect changes on school leadership and they comprise 5% of the sample used in this study (see table 4 in section 4.5 of this study), have little awareness of the impact of globalization on education this was revealed through the interviews conducted. What was found during the interviews was also reported by one of the provider of the training course at ADEM (see section 5.4.1 above) that many educational officials do not have a clear understanding of the way globalization is affecting education. The situation as such is likely to affect the effectiveness of the mechanism used to accommodate changes on school leadership. This is because the need for imparting new skills that help school leaders to cope with their changing roles is not well known.

The results of the findings also show that top educational officials in education system are well aware of the way globalization is affecting education. This comprises only 14% of the sample used in this study (see table 4 in section 4.5 of this study). As it is presented in chapter five in section 5.4.1, the findings show that this group of respondents used in this study is highly aware of the impact of globalization in education. To have education system in which at the top level is highly aware of what is going on globally and in their system while the majorities are not aware it is likely to hamper the effectiveness of the programme initiated.

We can summarize the awareness of the impact of globalization on education in the Tanzanian education system in the triangle shape as follow;

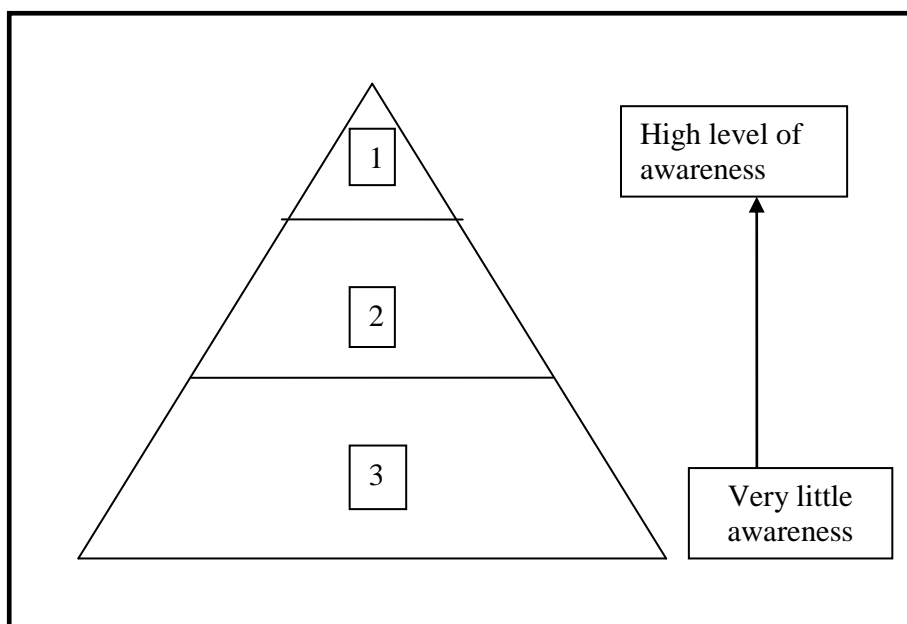


Figure 7: The Globalization Awareness in Education in Tanzania

Note: 1 → Represent central level of education system (policy makers at the national level and providers of leadership Training in ADEM)
 2 → Represent intermediate part of education such as regional, districts/ Municipal level of education system
 3 → Represent low levels of education system such as school institutions and community level

What we can depict from figure 7, is that in the upper level of Tanzanian educational system, there is high awareness of impact of globalization in education as they clearly know the way globalization affecting the whole education system including that of school leadership. As one goes to the low level of education, the awareness decreases. Under such context, the mechanism used to affect changes for school leaders are likely to encounter a number of challenges as those reported in chapter five above. Hence the validity of preparation for school leaders as far as Tjeldvoll *et al.* (2005) emphasize might be far from reach in Tanzanian context.

If one analyzed challenges that faces school leadership that outlined in chapter five critically, one will find that most of them are associated with lack of awareness of the impact of globalization in education and the way education sector is affected. Let as take for instance, the challenge of training raised in section 5.4.2 that there were the existing tension between ADEM and Local government in the issue of enabling the head teachers to attend the course. This issue has not only been observed in this study, it has also been observed by Malekela (2004). In doing the

impact study of the training course for school leadership, he found that many DEO did not send their head teachers to attend the course for the second batch of the school leadership course which was in the progress during the impact study was conducted for the ground that there were no fund. The issue here is that this tension is due to the lack of awareness of the impact of globalization on education and in school leadership.

Apart from the mentioned tension, the study also finds that some college principals as it is reported in section 5.4.2 had negative attitude towards the course conducted in their respective colleges. To me as a researcher, it might be also a lack of deeper understanding of the way globalization is affecting education. These challenges referring to the training therefore, in one way can be summed up as lack of awareness of the way globalization is affecting education of the world states.

On the other hand, the challenges associated with the training of school leadership signal that there was a problem of poor planning, lack of coordination and poor collaboration among different organs in the education system to work together as a team. This situation is not a new phenomenon in education system in Tanzania. Kiwia (1994) has once reported that educational administration in Tanzania suffers among others from inadequate planning mechanism as we have already mentioned in chapter one of this study. In chapter five of this study (see 5.4.2) the motive behind establishment of the school leadership course among others is that ADEM intended to fulfill the government goals in the education policy of 1995. At the same time PEDP programme as we have pointed out elsewhere in chapter five of this study, has the same goal. While ADEM was preparing the program, there must be clear planning strategies that show the joint collaborative strategies for DEOs, PEDP leaders, ADEM and the college principals to make sure that the training is well organized and all head teachers must attend the course apart from the workshop and guidelines used. But the study finds that due to poor collaborative planning mechanism, some college principals and DEOs reported to be not supportive enough to the course. As a result, the mechanism used was not effectively as it is shown in the findings. We need to remember what Carnoy (1999) and Castells (1994) noted that economy of world states continue to be shaped into globalize economy. As such knowledge which we get through education is a vital. For the knowledge to be of high quality, change is inevitable. Carnoy (1999:

83) further noted that a well organized administration is highly needed for the improvement of the current changes in education. This study therefore took the position that the awareness of globalization needs to be strengthening in Tanzania. Thereafter, is to strengthen the joint collaborative structure within the administration system. In that way the implementation of the national goal will be highly achieved.

Another view portrayed in the findings of the study, as a challenges for the current leadership is that “the behaviors of students, teachers and the whole community surrounding school are changing” (see the interviewed quoted in section 5.4.7). He further continued to remark that the challenge is how to cope with those changes. When asked to explain how the changing of behaviors affected his leadership two ways were mentioned. One is through cultural integrations and the second is through the increase of the global networks. What was reported by this respondent according to the analysis and interpretation of the findings is that these changes of behaviors are resulted from the forces of globalization which associated also with the process of internationalization. Referring to Dimmock and Walker (2005:12), internationalization is the desire on the part of institution to seek opportunities to expand their operation or seek resources outside their immediate society or environment. As such the changing of behaviors referred by the interviewed is due to the fact that the surrounding community is a social institution that seeks to utilize these global opportunities outside of their environment. The utilization of these globalization opportunities in turn re-shapes their behaviors.

Some where in chapter two we referred Dimmock and Walker (2005) advocating that in globalizing and internationalizing world, not only the world of business and industry is changing education system in the world states are also caught in the world of change. As such, there is a need for the whole education system to be aware of how education is captured in these global changes and how it is affected by those forces. This is important because whether we are aware or we are not aware of the globalization, the forces of globalization continue to affect us (see figure 8 below). The challenges observed by this respondent therefore are the outcome of internationalization and globalization forces. As Dimmock and Walker (2005) observed that globalization and internationalization are the push and pull factors that are affecting school leaders’ roles. In explaining the way community contributes to reshape education institutions,

MacBeath (1998:26) noted that “the information society raises the status of information at the local level at the same time as promoting access to information exchanges on the global village in turn brings changes in the social fabric of community and families.” School as an organization established to impart knowledge and skills is also subjected to change to meet the need of the society. Perhaps what MacBeath noted here match with what was referred by this behavioral challenge referred by this respondent.

As we noted in the literature review in chapter two, Carnoy (1999) mentioned that there is a misinterpretation on the way globalization is affecting education because still traditional ways of delivering education is still persist in the nation states. But it has observed in this study and other studies that decentralization of education in the world is one of the powerful global forces that affecting education within the nation states (Lauglo 1997). The findings revealed that with the decentralization process, school leadership procurement is now done at the school level. One respondent reported that with the exiting free market and competition, they face the challenge of selecting quality books (see section 5.4.3 of this study). This again shows another example of the way globalization is affecting school leadership. Hence there is a need for school leadership to be aware of globalization and also to be well prepared for their roles.

The influence of globalization forces in Tanzanian education system and its awareness can be shown in the following diagram;

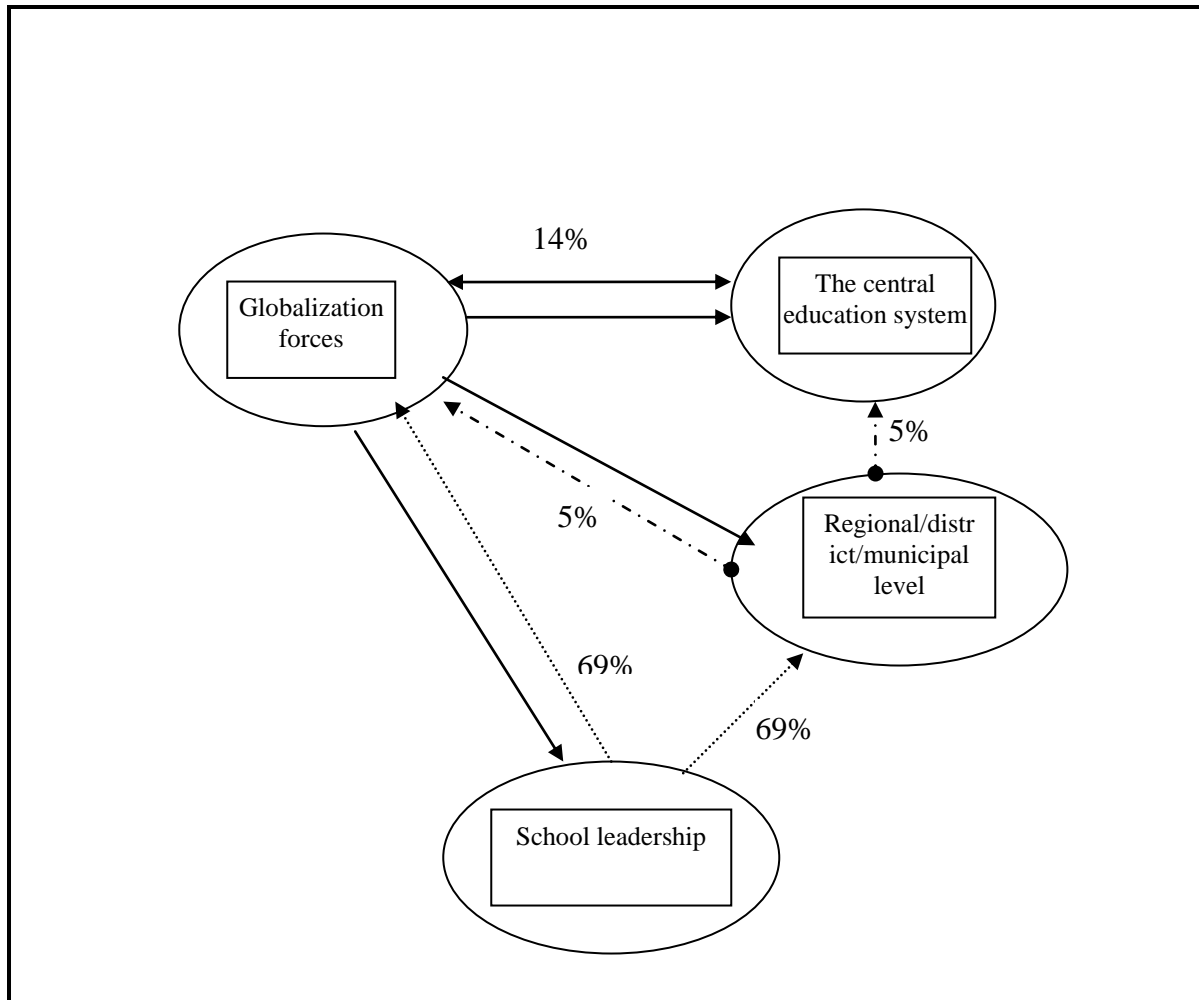


Figure 8: The impact of globalization on Tanzanian education system and its awareness.

Note:

- the influence of globalization
- ↔ High level of awareness of global influence
- - - - - - Little awareness of global influence
- Very little/ no awareness of global influence at all

Figure 8 above gives a summary of the way globalization forces are influencing Tanzanian education system and the way the system is aware of the influence. The diagram shows that the globalization forces continue to influence education system at all levels constantly. However, the way each level of education system is aware of globalization differ from one level to another. The diagram shows that at the central education system which cover only 14% of the sample used, there is a high level of awareness of the influence of globalization and the way it affect education system. At the middle level of education which include regional districts and

municipal level and it covers only 5%, there is little awareness of the effect of globalization on education. The diagram also shows that at the level of school leadership which covers 69%, there is a very little and majority do not understand the way globalization is affecting education system.

At this juncture, we find that globalization is affecting school leadership and the whole education system yet there is lack of awareness of this effect as one goes to the low level of education. As such the number of challenges faces school leadership as identified in section 5.4.4 of chapter five are likely to be inevitable. The findings show that this situation makes difficult in the implementation of the new managerial responsibilities that are ‘downloaded’ to the school leadership.

As we continue to discuss the mechanisms and the challenges to school leadership role, the question we need to know is that *why the awareness of globalization decrease as one goes to the low level of the system as the findings of this study reveal is of significant here*. As it is presented in section 5.4.4, one of the respondents mentioned issue of imposing power. That many decisions are made at the central level and when they set out to the low level for implementation, they go as an imposing power and thus they are implemented without questioning. The notion of imposing power noted by this respondent has a long root as it goes beyond the central education system referred by the respondent in this study. This notion can be best discussed at the level of international. According to Arnove (2003) imposing power is one of the mechanisms used by major international donors and technical assistance agencies such as WB and IMF and some national overseas agencies to impose globalization forces in most of developing countries. Arnove (2003) further contends that many reforms implemented in most of these countries are adjusted into education systems by policymakers often after they have little choice but to do so in exchange for access of funds as such they are implemented unquestionably. This being the case therefore perhaps imposition of power might be among the reasons to the question. As the respondent commented that this situation brought a lot of problems for many programs in the country, even at the international perspectives they are now realizing that prescription from the above or from elsewhere do not work (Mosha & Dachi 2004).

Given the challenges discussed above, the study has observed that the current school leadership has challenges that hinder the efficiency of school leadership role. The study observed that most of the challenges are associated with the low awareness of the way globalization is affecting education. Hence there is a need for the government to strengthen awareness of the effect of globalization in education

6.5 THE CORRUPTION- A challenge Associated with Poor Economy?

We have outlined corruption as another challenge for the school leadership in section 5.4.5. This view pointed out by one of the educational official as a problem facing implementation of the new school leadership role. He pointed one area in which corruption took place that when the money collected from the community channeled through village council to school bank account. At that stage it is reported that corruption takes place before they reach to the bank account. As such, when the community suspects that their money has been squandered, they become reluctant to continue to contribute to the school development. With the analysis of literature, Mushi (2006) added some other areas that corruption observed under the implementation PEDP. She said that there were corruption between school leaders and chair committee and in some places between school leaders and district officials. All these challenges hampered the effectiveness of the current school leadership.

The issue of corruption in many developing countries has been a pervasive problem. It has resulted from a long economic crisis African states have had (Brock- Utne, 2006). As such many people including workers are living below the poverty line. In referring to teachers, Kitavi and Var der Westhuizen (1997) indicated that teachers in many African countries work under very deplorable conditions with poor payment and no accommodation or textbooks. Arguing on the same issue with reference to Tanzania, Brock- Utne (2006) noted that in 1988, a primary teacher in Tanzania earned around the equivalent of US \$20 a month and taught forty hours a week to classes of forty to fifty kids in classroom. In the light of these appalling conditions, corruption is likely to be reported to take place. The study therefore took the position that corruption that have been observed will still be a challenge scourging the government as it is associated with poor economy which result in underpayment of workers.

6.6 OPPORTUNITIES AVAILABLE - The Need to Strengthen Leadership Training

Given the challenges discussed in section 6.4 above, the study has revealed that there are opportunities available for school leadership as it is outlined in 5.5 above. The first opportunity outlined was that there was increased openness, participation and efficiency. The findings of the study revealed that the current changes on school leadership have increased openness and community participation to the school development. The findings from the interview and from the observation method reveal the way information concerning schools communicated so as to increase openness and efficiency. The study finds the way reports concerned with schools i.e. reports such as school funds, school procurement and school plan and its progress are kept open and community are also free to have access to these reports. The study also revealed that with the use of school committees, the whole community is now participating in the development of the schools. As such, openness, community participation and efficiency is claimed to be increased with the current changes in school leadership. Such out look was also observed in the National Monitoring Report for PEDP (2004: 26). In that report, “communities under the guidance of school committees have been supporting PEDP by providing various resources such as financial, material and labour”. What has been observed in Tanzania has also been observed in some other developing countries. Oplatka (2004) noted that in countries such as Kenya, South Africa, Botswana and Ghana community raises funds for school improvement. This trend of community participation which is noted here is the outcome of the implementation of decentralization process. Lewis (1993) noted that decentralization “allow community (meaning people who lived near the school) and the parents of school age children had more voice in the schooling enterprise, in so doing, there will be more commitment to the educational process.

Another opportunity mentioned in this study is the improved accountability, capacity building and educational access. Winkler (1993) noted that accountability means that holding public responsible for their actions. It requires clear assignment of responsibility for financing and provision of education. Accountability therefore, is a congruent between policy and implementation. As a result of the current reform in the educational management, accountability demands the financial reporting and auditing to ensure a proper utilization of funds. On the other hand it also needs the programme evaluation to access school performance information.

Scrutinizing various documents in all the schools visited it was found that the current school leadership enhances accountability through the established communication network and reporting system. The study revealed that the forms used as a reporting mechanism contain both financial and performance information such as that advocated in Winkler (1993).

Another mark of opportunity observed in this study is the availability of in-service training for school leaders. As it is revealed in this study, school leader in Tanzania and many other developing countries get the leadership position through appointment. This means that school leaders run their schools without having theoretical knowledge of leadership. In the questionnaire distributed I wanted to assess whether school leaders receive training before they assume their position. The result for that question shows that 63% respondents did not receive neither training nor workshop before they assume the position. Lack of training for school leaders before they assume their position and even in-service training is still a problem in many developing countries. This applies to what observed by Oplatka (2004) that in many developing countries in-service training is inadequate. As school leaders lack leadership skills, with the current changes on school leadership roles they face very serious difficulties in running their schools. We have been informed in chapter five by one of respondents that before attending the training for school leadership he has a lot of problems in managing his position.

As it is outlined in 5.5.3 above the current changes on school leadership has made the in-service training and workshop to be available. Something reported to have great benefits to school leaders as the training reported to give them some leadership skills.

In our point of view the training opportunity that has been observed in this study, need to be straightened. This is because, the position of the head today as Buckeley (1985) observed, is assailed on all sides by a wide variety of pressure and demands which conflict one another. These pressure may be internal or external to the school as we have revealed in this study the pressure may come from student, parents, teachers politicians or from employers and from the whole local community. Furthermore as the globalization theory contends, that globalization continues to exert reforms in education and that school leadership under globalization is seen as

the main change agent. Among the ways to manage these pressures, is for the government to strengthen training for school leaders as we have seen in China (Li 2007).

CHAPTER SEVEN: CONCLUSION: SUMMARY, IMPLICATION AND RECOMMENDATIONS

7.1 INTRODUCTION

In the recognition that globalization has great impact on education, school leadership has been spotted to be among important areas for managing changes in education so as to meet the need and the demand of globalization. This study has thought to explore the impact of globalization on education by focusing school leadership roles in Tanzania through the case study of Kilimanjaro region. The study has aimed to broaden understanding of how globalization affects education and more specifically on school leadership role in Tanzania.

The nature of this topic stand firm from context of the policy level to its implementation outcome. As such, with the use of multi-*strategy research* method which included the use of both qualitative and quantitative research approach, I used interview as a major method for data collection. Other methods included questionnaires, observation and documentary review to collect valuable data for this study. In the stage of processing and analyzing data collected I used qualitative approach in coding the data collected from the interviews, observation and from the documentary onto themes basing to the objectives of the study. Since the study used questionnaire, the use of SPSS method was also used in analyzing the data from this method. The descriptive statistics was employed in the presentation where by the use of bar chats, and table used. The study used quantitative data to support some of the themes in the findings. In essence, this study is steered by conceptual framework which based much on globalization arguments as they are presented in chapter three.

This chapter therefore, consists of three main sections. Section one gives us the consecutive summary of the findings which presented in chapter five and its discussion in chapter six. Section two is the implication of this study. Section three is a recommendation where by a way forward is given.

7.2 THE SUMMARY OF THE STUDY FINDINGS

In chapter one, we outlined the three main objectives of this study. These objectives followed by the three research questions to answer the question, *have globalization forces affected school leadership role in Tanzania?*

The first objective required to examine the current school leadership role in Tanzania. This objective match with the research question that asks *what is the nature of school leadership role in Tanzania?* The assumption underlying this question was that the current school leadership might have been changed as the effect of globalization forces. Policy makers demanded to accommodate global forces in the policy document of 1995. On the process of putting the policy into practices, various programmes initiated. PEDP programme of one of the programmes which it's mainly focus was primary education. Under implementation of such programmes the study assumed that school leadership has changed.

After the analysis of the data centered on this objective, the findings show that the current nature of school leadership has changed to respond to the globalization forces. The study finds that the current school leadership has changed from the professional of the control of pedagogical issues to the transformational school leadership. The transformational leadership calls upon the involvement of parents, students and community in the school leadership. The study also finds that the trends of decentralization of management and funds increased the power of decision making at the low level i.e. at school leadership level. Those changes hoped to increase educational quality, access and accountability in education.

The second objective required to investigate mechanisms used to accommodate changes in school leadership roles in Tanzania. This objective goes with the research question which asks, *what are the mechanisms used by the Tanzanian government to embrace changes in school leadership role?* The assumption underlined this question was that if the school leadership has changed, there must be mechanisms used in which school leaders were equipped with the knowledge and skills of the new roles.

Under this objective, the findings show that there were three main ways in which the government used to embrace changes on school leadership in Tanzania. First there was a three month training course provided by the institute of management ADEM- Bagamoyo. Second, the use of workshop and also there was the use of guidelines. The findings show that the attendance for the training and workshop was not uniform. The findings show that there were those who attended only workshop which went together with the release of guidelines. The study also shows that the time table for the workshop was also not uniform as it is presented in figure 4. There were those who attended both workshop and training. According to their view they say that although they had attended the workshop but still they had problem in managing their new roles until when they attended the three month courses. Given the mechanisms used to affect changes on school leadership, the study shows that still 27.3% of the school leaders out of the 22 who responded to the questionnaire have never attended neither training nor workshops conducted.

The final objective of this study intended to find out the challenges and opportunities available for school leadership role in Tanzania. The research question that guides this objective was that *what are the challenges faced and opportunities available for school leadership role in the provision of primary education in Tanzania?* The assumption underlined this question was that when the global and the local forces meet tension might be created (Dimock & Walker, 2005). This may act as a challenge in the implementation of the new school leadership role. On the other hand the current school leadership role might have some opportunities available associated by the effect of globalization.

Starting with the challenges, the findings show that the current school leadership encounter a number of challenges. These include lack of awareness of the way globalization is affecting education (see section 5.4.1.) Under this challenge, the study observed that the level of understanding the way globalization affecting education decrease as one goes to the low level of education. The study view this challenge as a core course of other challenges such as the training challenge as it is presented in 5.4.2, the free market and lack of time to time in-service training (see section 5.4.3), lack of understanding of the government goals as presented in 5.4.4. In discussing these challenges the study raises the issue of imposing power as one of the reason as to why lack of awareness of globalization is a big problem. Another challenge observed in this

study is the issue of corruption as it is presented in 5.4.5. In discussing the issue, the study took the view that corruption will still continue to scourge the system as it is associated with the poor economic status of the country which lead to the low salary. Hence, low standard of living especially in the lower level of the system. The poor economic status was also mentioned as the result of ICT challenge mentioned in chapter five, section 5.4.6. The study finds that ICT is a problem not only for school leadership but also at the national level. The study also observed that the changing behavior of students, teachers and the community surrounding the school is also a challenge to the school leadership. In discussing this challenge, the study finds that as the internationalization and globalization increases, intercultural also increase. This has reported to be challenge to the school leadership as currently involve parents students and teachers and the surrounding community in a leadership. It is observed that due to the cultural integrations there is a difficult to decision making as people tend to have different perspectives related to the cultural backgrounds hence a challenge for the school leadership. Perhaps this is one of the tension explained by Dimmock and Walker (2005) as it is explained in the assumptions underlying research objective 3 in chapter one of this study.

On the other hand, the study observed some opportunities available for school leadership associated with the impact of globalization. These include increased openness, participations and efficiency. The study finds that with the decentralization of both power and funds to the low levels of education such as at school level has increased efficiency in school leadership. The policy also has opened the room for the other stakeholders such as student, parents, teachers and the surrounding community to participate on school leadership. Another opportunity observed in this study is the increased accountability as presented in 5.5.2. The study finds that the current school leadership has established reporting mechanisms which enhance accountability. It is also reported in this study that the current school leadership has increased more opportunity for the training and workshop. The establishment of the three months course by ADEM for example is due to the effort to make school leaders to have access to the school leadership training. In the discussion of the findings in chapter six, the study took the view that there is a need for the government to strengthen the training programme for school leadership.

7.3 IMPLICATION OF THE STUDY

Much of implication of this study already discussed in chapter one section 1.5 when we were discussing the significance of this study. As such, we will not go deep in discussing much of the implication of this study here. Rather, the question which the study might be concerned with is valid in this part. As we have noted in the introduction part of this chapter that this topic stand firm from context of the policy level to its implementation outcome. The findings of this study has implication to policy makers as it offers a clear understanding of the impact of globalization in education and the way it contributes to the changes of school leadership role.

As the study offers information on the effort used by the government to combat changes on school leadership, its challenges and opportunities available, this information is very important to all educational stakeholders in Tanzanian education system.

The study has also struggled to read various studies related to the topic from within and outside the country. This offers valuable information for comparative studies. Hence therefore, the study is important for people who deal with comparative studies in education.

7.4 RECOMMENDATIONS

As it is seen in the summary of the findings of this study, the government and all educational stakeholders need to have a critical thinking of the way globalization has and still is continuing to affect education and more effect will be heard on school leadership and that these forces are inevitable. The study therefore offers the following recommendation to the government and to the educational stakeholders.

- Following the view that there is low awareness of globalization as one goes to the low level of education and that this has acted as a catalyst for other challenges such as ineffective training, and workshops, poor follow up of the programme and lack of understanding of the government goals. The study recommends that there is a need by the government to make effort that the impact of globalization in education and its various implications is clearly understood by all educational stakeholders. This will help to have positive response to the initiatives the government wants to undertake so as to accommodate both the global and the local demand in education.

- The study finds that there are opportunities available associated with the impact of globalization such as increased openness, efficiency and accountability in education. Furthermore the study observed that with the current increase of responsibilities to school leadership, the need for the leadership training is of importance. The study therefore recommends the government to strengthen the school leadership training programmes. Since the changes that happen on school leadership is due to the global influences that happen to national states all over the world. Then it is the time for the government to take more initiative to learn from other countries such as Norway, China, USA, and UK as presented in the literature review. In so doing it will help the government to be in a better position on how to accommodate these changes into their education system.

The recommendations discussed here are researcher's point of view as they were revealed from the interpretation of the data analyzed. It is good to present also recommendations given by school leaders as they are analyzed in SPSS data analysis.

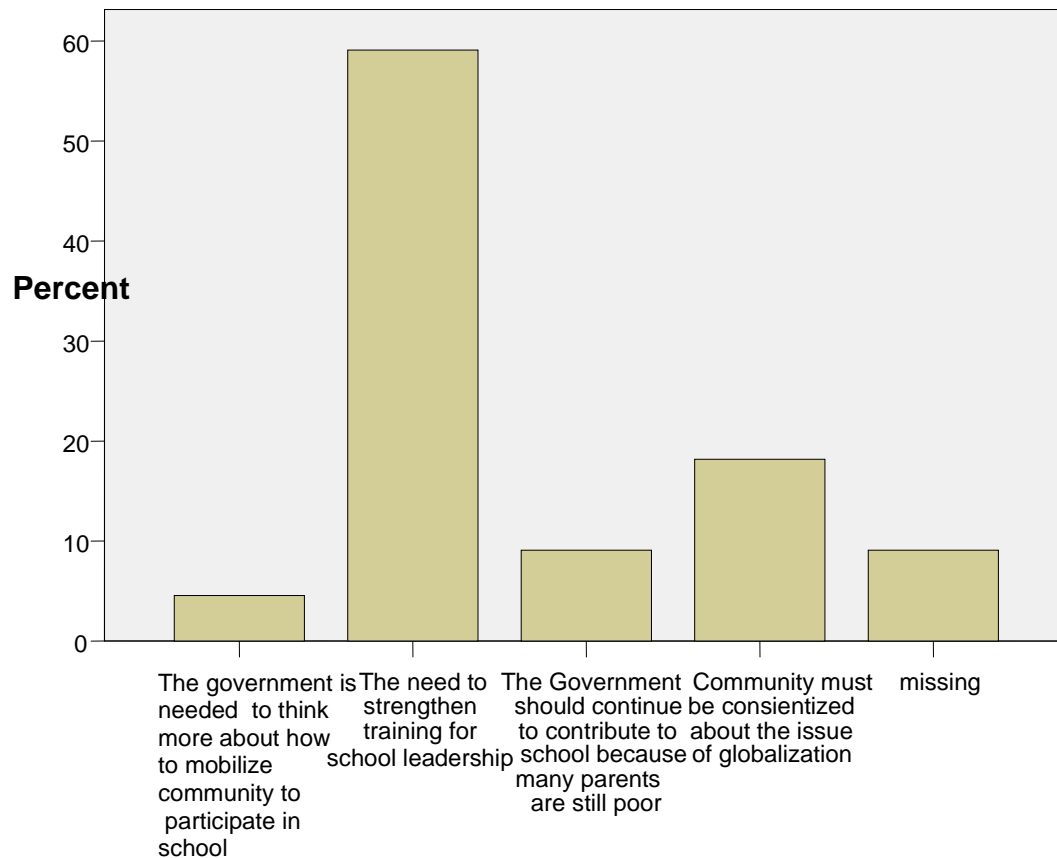


Figure 8: The voice from school leaders

As it is shown from figure 8 above, school leaders recommend strongly the need to strengthen school leadership training. Also many leaders recommended the need to consentize about the issue of globalization. Other things recommended was the need for the government to re-think on how to mobilize community to participate in school development and the government should continue to contribute to give funds schools because many parents are still poor.

7.5 SUGGESTION FOR FURTHER RESEARCH

As it is pointed in the limitation part in chapter one, this study used small area for investigation. That being the case, there is a need for large area project to be conducted. That project will help to have a deeper understanding of the impact of globalization in education in education system as whole. Furthermore the project will help to highlight more opportunities and challenges available for school leadership.

The study also suggest to conduct the same study to the other levels of education such as in secondary level so as to add more valuable information on the way globalization affected school leadership in Tanzania.

There is a need to conduct the comparative studies in two areas. One area is in developing countries and specifically, in Sub-Sahara region. Such studies will help to offer valuable information on the way globalization affects school leadership in those countries. The information obtained will help to offer policy makers and educational practitioner in this region some solution to the education system of their countries.

The second area is to conduct a comparative study in developed countries such as in western countries. Such study will help to illuminate information on school leadership roles. The study also will help us to understand the way awareness of the impact of globalization on education is understood in all levels of the education system. The study assumed that such study may yield the same result as what has been found in Tanzania; that at the low level of education; school leaders might have little awareness or not aware at all on the way globalization is affecting education system while at the top of the education system there is a high awareness of the impact of globalization on education. If not, then such study will help us to gain more knowledge on what strategies are used by such country to be successful.

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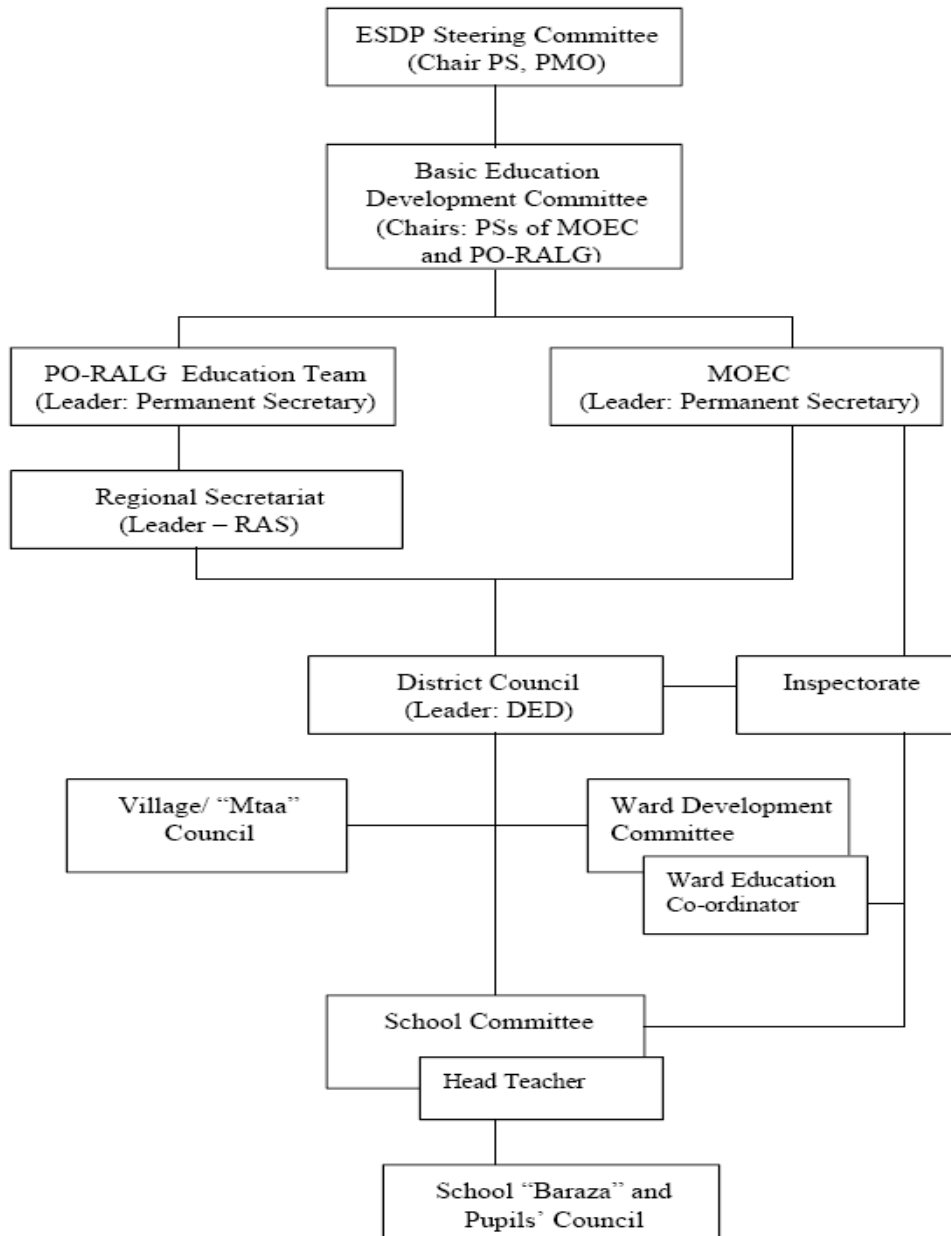
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APPENDICES

APPENDIX A: The Current Tanzanian Structure of Education Management System



Source: MoEC(2001)

APPENDIX B: Interview Guide for School leaders

(a) Personal information

1. what is your position?
2. educational background
3. what is your experience as a teacher and as a head?

(b) information about the nature of school leadership role

4. what are your roles as a school leader?
5. do you think school leadership has changed? why
6. how is the school leadership composed? Can you give me the role of each component you have mentioned?
7. how is the decision making made at your school?
8. how is your school manage to acquire teaching and learning materials?
9. how is your school manage to make improvement of school infrastructure?
10. can you tell me a little about communication network at your school and with top system such as district/ regional and ministry of education

(c) information about mechanism used to insure changes

11. how did you get your position as a school leaders?
12. did you receive training before being a school leader?
13. after being a school leader have you received any training on school leadership? if so, can you describe a little about that training? who conducted that training? is the training was sufficient? how/ Why
14. in your opinion what should be done to improve school leadership in the future?

(d) Challenges

15. do you aware of the term globalization? If so, how does it affecting education and management of school leadership? do you think the current changes in school leadership are due to globalization? Why do you think so
16. what are the challenges do you encounter in day to day as a school leader? How can we relate these challenges with globalization?
17. As a leader how do you manage to cope with these challenges?

APPENDX C: Interview Guide for Policymakers

(a) Personal information

1. what is your position?
2. educational background
3. what is your role as a policymaker?

(b) information about the nature of school leadership role

4. Currently, there are a lot of reforms in education being implemented. Can you tell me about reforms in educational management and administration?
5. who are involved in these reforms?
6. how does the reforms affecting school leadership role especially at primary level?
7. what are the current nature of school leadership role?
8. do you think these changes are in harmony with the whole structure in education system?
9. Can you tell me how you (as a policy maker) insure the effective communication(reporting system)?

(c) information about mechanism used to insure changes

10. how do you manage to effect changes on school leadership ?
11. how do you ensure school leadership performed their duty ?
12. in your opinion what should be done in order to help school leaders to coup with the these reforms?

(d) Challenge

13. are you aware of globalization? If so how it is affecting educational management? how do you accommodate global forces in education system and specifically on management? How do these changes affecting school leadership today?
14. what are the challenges for school leadership today?
15. how do you coupe with these challenges?

APPENDIX D: Interview Guide for Educational Officials

(a) Personal information

1. what is your position?
2. educational background
3. what is your role as educational officer?

(b) information about the nature of school leadership role

4. currently there are a lot of changes in management and educational administration. How does this situation have affected the nature of school leadership?
5. due to these changes, what is the role of the school leadership?
6. how do you ensure that school leadership perform its duty?
7. how does the current school leadership acquire teaching and learning materials?
8. how does school leadership manage to improve its school infrastructure?

(c) information about mechanism used to insure changes

9. how do school leaders obtained? And what are the criteria for becoming a school leader
10. is there any training for school leaders before they come in the position?
11. can you tell me what procedure used to effect changes on school leadership? If there was training, how does it conducted and how longer was it?
12. in your opinion, what should be done to ensure school leadership is effective in the future?

(d) challenges

13. what do you understand by the term globalization? do you think that the current changes in school leadership are associated by the globalization? if yes how? Or if no why?
14. what are the challenges hampering school leadership today?
15. Do you think these challenges are associated with the impact of globalization? How/ why.
16. how do you cope with the challenges?

APPENDIX E: Interview Guide for Trainers

(a) personal information

1. what is your position?
2. educational back ground
3. what was your role as a trainer?

(b) training as the mechanism for effecting changes on school leadership

4. how is school leadership training conducted in Kilimanjaro?
5. how school leadership program developed?
6. has the syllabus used is similar or used all over the county?
7. who were the main providers of the training?
8. how do they ensure that training was conducted?
9. where did you got knowledge of the training in general?
10. what kind of courses you provided?
11. Do you think the training cut across all school leaders in Kilimanjaro?
12. what were the mechanism used to make sure that school leaders attended the training?
13. the program last for how long?
14. is the program sustainable?
15. how was evaluation done?
16. what were the barriers hampered some of school leaders to attend the program
17. do you think the training was effectively conducted?
18. what were the challenges for the program?
19. what is your opinion concerning school leadership training in the future?

APPENDIX F: Questionnaire for School leaders

The study will also conduct to be filled by school leaders.

The following will be the questionnaire to be filled.

(a) personal information

Instruction

Please cycle the number that best suit you. Please do not cycle two numbers in one question.

1. gender

1. female 2. male.

2. what is your level of education?

1. teacher certificate 2. diploma 3. degree 4. others(specify)

3. what is your position?

1. acting head 2. head of school

4. what is your experience in your position?

1. 0- 1 year 2. 2-3 years 3. 4 -+ years

5. how did you get your position

1. appointment 2. application 3. others (specify)_____

(b). information about leadership role

6. did you receive any school leadership training before being a school leader?

1. yes 2. not

7. After being a school leader have you attended any school leadership program?

- 1 yes 2. no

(7b). if yes how long was the program?

1. one day 2. 2-3 days 3. 1 week 4. 2- 3 week 5. 1 month 6. 3 month 7. others explain_____

(c) Challenges

9. are you aware of globalization and education?

1. yes 2. a little bit 3 not at all

Please give short answers to the following questions

10. what are the challenges you encounter in practicing leadership at your school

- 11 What are the opportunities you have experienced resulted by the current changes on School leadership?

12. What is your opinion what should be done in order to ensure effective and efficiency school leadership in the future?

APPENDIX G Assistance Letter Used in Field-work



UNIVERSITETET I OSLO
DET UTDANNINGSVITENSKAPELIGE FAKULTET

To whom it may concern

Institute for Educational Research
P.O. Box 1092 Blindern
N-0317 Oslo

Date: 2007-06-13
Your ref.:
Our ref.:

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ASSISTANCE IN THE CONDUCTION OF FIELD-WORK

This is to confirm that the Tanzanian student, Alice Oforo Makule, born 02.10.1970, is a second year student in the Master programme in Comparative and International Education at the Institute for Educational Research at the University of Oslo, Norway.

In the second year our students are required to write a Master thesis of 80 to 110 pages. This thesis should preferably be based on field studies conducted in the student's country of origin. The field-work may incorporate interviews with educational practitioners and decision-makers, class-room observation and documentary analysis. The type of data gathered should of course be discussed with the relevant authorities. It is our hope that the work produced by the student will not only benefit her in her academic career but also be of use to the future of Tanzania.

We kindly ask you to give Ms Makule all possible assistance during her field-work in Tanzania.

Yours sincerely,


Berit Karseth
Dep. Head of Department


Mette Oftebro
Senior Executive Officer